Saturday Review

November 21, 1964 25¢

Student at the Whitby School, a Montessori school in Greenwich, Connecticut

AMBASSADOR COLLEGE LIB
BOX 927
BIG SANDY TEX

THE RETURN OF MONTESSORI

By Edward Wakin

A UNIVERSITY PRESIDENCY: What It Takes

By Eric Ashby

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PROGRESS REPORT TO U.S. INDUSTRY

Plastics manufacturer Brent Pendleton and his wife Dina relax at El Yunque rain-forest.

U.S. executives find their outlook on life blooms as much as their profits—in the Commonwealth of Puerto Rico

IT IS five-thirty. If this were New York, Brent Pendleton would be scrambling for a train. But it's Puerto Rico, and here he is in a sportshirt, relaxing with his wife.

Brent is one of more than 5,200 U.S. executives who now live and work in this ebullient commonwealth. For this lucky group, life isn't all factories and sales-charts.

After hours, they cool off by plunging into the ocean, or by playing a round of golf. Makes sense when you're never more than a few miles from a glorious beach or a magnificent golf-course.

More than 460 U.S. corporations have plants here. Their rate of profit is *five times* the mainland average.

Here are some of the reasons:

1. U.S. Federal taxes do not apply in Puerto Rico, and new manufacturers get 10 to 17 years' exemption from Puerto Rican taxes.

2. Government-built factories are available from 50¢ per sq. ft. per year.

3. The labor force is 750,000 strong. Many are skilled. And if necessary, the government can *train* workers for you.

4. Puerto Rico is strategically placed to reach markets throughout the Americas, Africa, Europe.

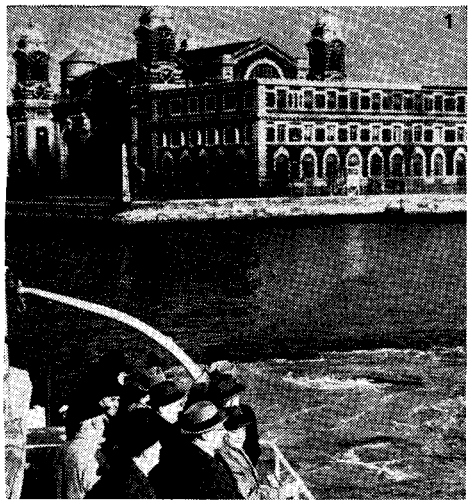
Why not fly down with your wife for a brief reconnaissance-vacation? Ask your travel agent for a brochure called "Puerto Rico Invites You."

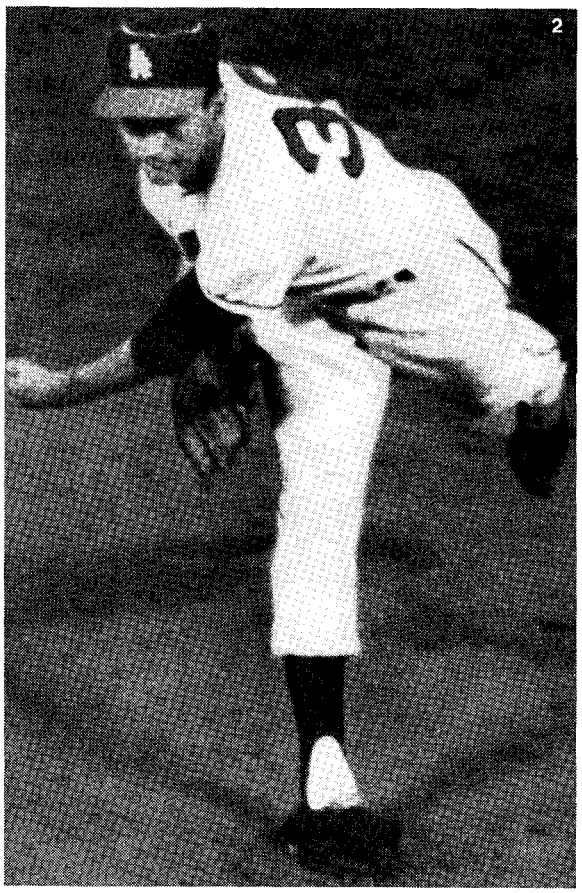
Or write us for a copy and for a detailed report on special incentives for manufacturers.

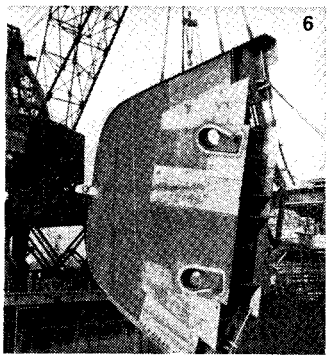
Commonwealth of Puerto Rico, Dept. C7D, 666 Fifth Ave., N. Y., N. Y. 10019.

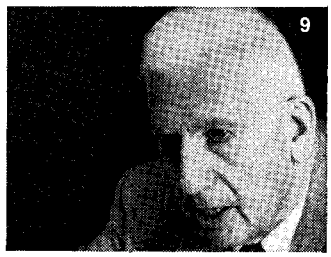
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

1 Washington: Interior Secretary Udall says development of Ellis Island offers possibilities. **2** Washington: Los Angeles Angel's Bo Belinsky bounced from team for slugging sports writer. **3** Washington: Navy Secretary Nitze optimistic about Philadelphia shipyard future. **4** Washington: Senator McClellan says underworld is doubtless behind Chicago bombings. **5** Washington: Brooklyn Navy Yard workers protest threatened shutdown. **6** Washington: Senator Clark urges purchase of Army Base Piers by Philadelphia. **7** Washington: California's Engle makes final Senate appearance. **8** Washington: FBI unofficially investigating Chicago bombings. **9** Washington: Illinois Senator Douglas says Dunes must be saved. **10** Washington: St. Louis businessman, named "King" of West African village, poses protocol problem. **11** Washington: Representative Curtis reports on efforts to preserve old St. Louis Post Office.









Washington news, yes. But of particular local interest. When anything of special local or regional import happens in the capital, our 7-man Washington News Bureau headed by John Hart and Ivan Scott gets the whole story (279 stories filmed in the past 90 days alone). And speeds it directly to the CBS Owned station in the community where it matters most. That's what the Bureau was designed to do. That's what it does. And that's one more reason why audiences in five major U.S. population centers find—and have always found—the best, most complete news coverage on their local CBS Owned television station! **CBS TELEVISION STATIONS**

A DIVISION OF COLUMBIA BROADCASTING SYSTEM, INC., OPERATING WCBS-TV NEW YORK, KNXT LOS ANGELES, WBBM-TV CHICAGO, WCAU-TV PHILADELPHIA, KMOX-TV ST. LOUIS.

REPRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

An intimacy to share

Her thoughts might influence yours, if you will come along with us, *Réalités* Magazine, inside Europe. We'll take you into a World of new ventures, attitudes and dimensions... into a World that tourists seldom discover.

Each month *Réalités* takes you on an escapade with professional camera and pen down the many different avenues of life on the Continent: the arts, current events, fashion, food, philosophy, politics, travel—topics of great interest... topics of delight, always the things that make European living all-enveloping.

Be intellectually engrossed... be entertained by France's foremost commentators and journalists. Keep *Réalités* within arm's reach to see, perhaps study, the valuable collection of paintings and photographs ingeniously reproduced on heavy varnished paper. You might even agree with the critics who call this "The Most Beautiful Magazine In The World."

Mailed from Paris each month, *Réalités* is available in English-language or French-language editions. Treat yourself, and particular friends or relatives, to the thoroughly fresh and rewarding experience of "living in Europe"... for a year.

Christmas offer, $15 a year, (Regular rate $20) additional subscription $12.50

Réalités

REALITES in America, Dept. 67
301 Madison Ave., New York, N.Y. 10017
Please enter my subscription to REALITES:

☐ English Edition
☐ French Edition
☐ 1 year (12 issues) $15.00
☐ Additional subscription—$12.50

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

☐ Payment enclosed.
☐ Please bill me.
☐ Send gift announcement card.

Saturday Review

November 21, 1964

Cover photograph by Paul Czaja

SR: Ideas

21 Publishing's Last 50 Years: A Balance Sheet, by Alfred A. Knopf
24 More About Khrushchev: An Editorial

SR: Education

58 A University Presidency: What It Takes, by Eric Ashby
61 The Return of Montessori, by Edward Wakin

SR: Books

27 Literary Horizons, by Granville Hicks
27 Index of books reviewed

SR: Departments

6 Phoenix Nest, by Martin Levin
10 Trade Winds, by Jerome Beatty, Jr.
16 Top of My Head, by Goodman Ace
25 Letters to the Editor
26 Manner of Speaking, by John Ciardi
31 Literary I.Q.
32 Music to My Ears: Irving Kolodin hears Dallapiccola
34 *SR* Goes to the Movies: Hollis Alpert on the sour smell of failure
35 Broadway Postscript: Henry Hewes reviews *The Changeling*
36 Booked for Travel: Horace Sutton on the epicure's Miami
40 Photography, by Margaret R. Weiss
47 Literary Crypt
84 Kingsley Double-Crostic No. 1598

Saturday Review published weekly by Saturday Review, Inc., 380 Madison Ave., New York, N.Y. 10017. Chairman of the Board, J. R. Cominsky; President, Norman Cousins; Vice President and Treasurer, Nathan Cohn; Vice President and Secretary, W. D. Patterson; Advertising Director, Robert A. Burghardt; Manager of Advertising Sales, Harry T. Morris; Circulation Director, R. F. Goodman; Circulation Consultant, Bert Garmise; Assistant to the Publisher, Marion Urmy; Advertising Promotion Manager, William Donald Garson. Subscription $8 a year. Member Audit Bureau of Circulations. Vol. XLVII, No. 47, November 21, 1964. Second-class postage paid at New York, N.Y. and at additional mailing offices. Indexed in the "Readers' Guide to Periodical Literature." © 1964 by Saturday Review, Inc. All rights reserved under the Berne and Pan-American Copyright Conventions. Reproduction in whole or in part of any article, without permission is prohibited. Printed in the United States of America. Unsolicited manuscripts cannot be returned unless accompanied by a properly addressed envelope bearing sufficient postage. **Send all remittances and correspondence about subscriptions, undelivered copies, and changes of addresses to Subscription Department, SATURDAY REVIEW, 380 Madison Ave., New York, N.Y. 10017.**
BRANCH ADVERTISING OFFICES: Midwest Office: Raymond W. Welch, Jr., Mgr., 919 North Michigan Avenue, Chicago 11, Illinois; West Coast Offices: Fletcher S. Udall & Company, 1221 Hearst Building, San Francisco 3, California, and 422 South Western Avenue, Los Angeles 5, California; Bruce E. Miller, New Center Building, Detroit, Michigan 48202.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

MIDGET WITH GREAT EXPECTATIONS

The tiny switch below, called a diode, can turn on and off in a billionth of a second. It is one of the many tiny parts of the Bell System's highly complex Electronic Switching System. Now in production at Western Electric, this new system offers faster, more versatile communications services than ever before available. □ Because of the complexity of this system, each of its thousands upon thousands of parts must meet extraordinarily high reliability standards. These tiny diodes, for example, can survive exposure to extremes of heat or cold — common hazards for electronic components. And we must deliver them with the expectation that, with rare exception, they will all be working perfectly 10 years from now. □ But simply making a product to work reliably is not enough. Western Electric must also turn out many products by the millions and keep the cost low. □ Our ability to provide communications products of high quality, in the numbers required, and at low cost helps your Bell telephone company bring you the world's best, most reliable telephone service. It's why we have been, since 1882, a member of the Bell System.

Western Electric
Manufacturing & Supply Unit of the Bell System

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

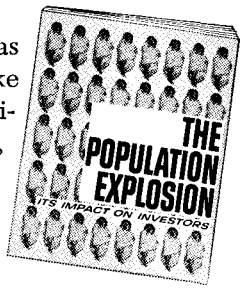
"The challenge is great, the promise immense"

That's what our Research Department says in the introduction to its brand new booklet, ***"The Population Explosion: Its Impact on Investors."***

People – more and more people – pose both the challenge and the promise.

Upwards of 192 million in the U.S. today. Upwards of 220 million in ten or twelve years.

Where will they live and work and play? What will they eat and wear and do with their extra time and money?



The answers as we see them, make 60 pages of fascinating reading, especially for investors who may own the stocks of 86 different companies on which the population explosion might have pronounced impact.

For more details, just ask for a copy of this booklet. There's no charge or obligation of any kind. Come in, call, or mail us the coupon below.

Yes, please mail a copy of *"The Population Explosion: Its Impact on Investors,"* to—

NAME_____

ADDRESS_____

CITY & STATE_____

MEMBERS N. Y. STOCK EXCHANGE AND OTHER PRINCIPAL STOCK AND COMMODITY EXCHANGES

MERRILL LYNCH, PIERCE, FENNER & SMITH INC

70 PINE STREET, NEW YORK 5, NEW YORK

Crime 'n' Punishment

Edited by Martin Levin

A Dime for the Birds

The bird woos his mate with song, the human swain sings his aria.
Or, being jangle-voiced, on a lute or a harp he plays.
But the totally unmusical suitor, must he remain a pariah?
No; not if he pays.

Dining with my fiancée in days agone, I would end all her
Standoffishness by bidding the red-coated tzigane
Play "Valencia"; and lordlily would I dispatch a ten-dollar
Bill to the man.

Gypsies play no more in restaurants favored by the intelligentsia;
In far unionized studios their melodies they dispense.
But still by a café table-machine may I command "Valencia."
This costs ten cents.

Indeed, I oft drop in a dime for the birds, to play a recording
Of feathered maestros vocalizing with beatitude.
The caged restaurant canaries are mute, and give ear with rewarding
Attention and gratitude.

—MORRIS BISHOP.

'N'

A WORD that fascinates me is 'n' or, in quotation marks, where it should probably be kept when not in active use, " 'n'." One reason it fascinates me is that it is a word of only one letter, like "I" (and there is a terrible temptation to say "like me," which in this instance would be incorrect). One-letter words are seldom encountered and should be cherished.

Another reason it fascinates me is that it is not in my dictionary, or at any rate I have been unable to find it. It is not under " ' " nor is it under "n," though in looking for it I found that "n" can be several interesting things that had not occurred to me. For instance, "n" can mean "not" when used in such obsolete words as "nam" ("ne am" or "I am not"). And "n" is the past participle ending of strong verbs such as "blown" and "known." Then of course there is the mathematical use of "n" as an indefinite number, as in "to the nth degree."

But unless my dictionary is incomplete—and it is a large unabridged dictionary which seldom fails me—" 'n' " is not listed.

Yet I know there is such a word. I have seen it, over and over, in the expression "wash 'n' wear." Sometimes, it is true, it has appeared as " 'n" in "wash 'n wear," but it has looked wrong to me, as if something were lacking. Indeed, I have written to several advertisers who used " 'n" instead of " 'n' " and told them I thought they had misspelled the word. But since I have been unable to find the word in my dictionary, I have had no proof, and it is perhaps just as well that I received no reply to my letters.

The word " 'n' " seems to be used more and more widely. At first I noticed it only in "wash 'n' wear," but now I find it in "fish 'n' chips" and "sugar 'n' spice" and "tall 'n' handsome" and "soft 'n' furry" and "rise 'n' shine," to mention only a few instances I have happened upon recently. I have come to be quite fond of "n," constantly seeking it out and hailing it, when I find it, as an old friend.

But in one way the word is getting on my nerves, and on the nerves of others. I find myself trying to pronounce it—not in combination with other words but all by itself. The best I can do is to place my tongue on the roof of my mouth just above my upper front teeth, open my mouth slightly, and grunt. Friends who hear me as I walk around unconsciously doing this (I am conscious as I walk around, but unconscious of what I am doing) say I sound like a hog with a stomach ache. Probably they mean a hog who will wind up as the ham on a plate of ham 'n' eggs.

—RICHARD ARMOUR.

John W.

JUVENILE delinquents just aren't what they used to be. Once a child had to be creative to be delinquent. He had to *think* to make that adjudicated grade. No patterning of a stenciled crime

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Listen to the November Angels

For this month, Angel Records offer seven new albums featuring artists and performances of uncompromising quality. All will be available the week of November 9.

Humperdinck: Hansel and Gretel. The delightful, melodic opera that was written as a Christmas present for children in 1893 — and that adults have been enjoying ever since. Soloists, The Vienna Boys' Choir, and the Vienna Philharmonic Orchestra conducted by André Cluytens.

Wagner: Highlights from The Flying Dutchman. A shattering performance of the opera in which Wagner pioneered his great musical idea — the *Leitmotiv*. Fischer-Dieskau, Frick, Wunderlich, Schech, Wagner, Schock and the Chorus and Orchestra of the German State Opera of Berlin.

Britten: Four Sea Interludes, Op. 33A (from "Peter Grimes") and **Variations and Fugue on a Theme of Purcell, Op. 34.** The Sea — with its mystery, its splendor, its ferocity, its romance — as captured by England's greatest living composer; and his universally-popular "Young Person's Guide to the Orchestra." The Philharmonia Orchestra conducted by Carlo Maria Giulini.

Mozart: Symphony No. 31 in D Major, K.297 ("Paris"), and **Symphony No. 34 in C Major, K.338.** Otto Klemperer and the Philharmonia Orchestra continue their brilliant interpretations of Mozart symphonies.

Debussy:* Jeux — *Poème Dansé and **Images for Orchestra (Gigues, Ibéria, Rondes de printemps).** Two richly painted orchestral works, with all the elusive loveliness, supple rhythms, and sensuous shadings that are so typical of this genius of musical impressionism. The Paris Conservatoire Orchestra conducted by André Cluytens.

The Young Gigli. One of the great tenors of all time, singing 17 arias with liquid grace and bell-like clarity. (A Great Recordings of the Century album, in mono only.)

Domenico Scarlatti Sonatas, Volume 2. Wanda Landowska, harpsichordist "at the absolute peak of her powers . . . her brilliance in the fast sonatas simply has to be heard to be believed." *(High Fidelity)* (A Great Recording of the Century album, in mono only.)

To help you decide which new releases to buy from your dealer, we have prepared a Special Musical Sampling of all 7 on a single, 12-inch disc. Made to the same exacting standards as all Angel recordings, this sampler is more than a guide to the selection of fine records. It is a fine record in its own right. We'll send you one, if you'll send us this form with a dollar.

Angel

ANGEL RECORDS,
P.O. Box 12-H, Hollywood, Calif. 90028

Gentlemen: Please send me your Special Musical Sampling Record (in stereo only) for November. Enclosed is $1.00. Thank you. (Offer expires Nov. 30, 1964)

name _____

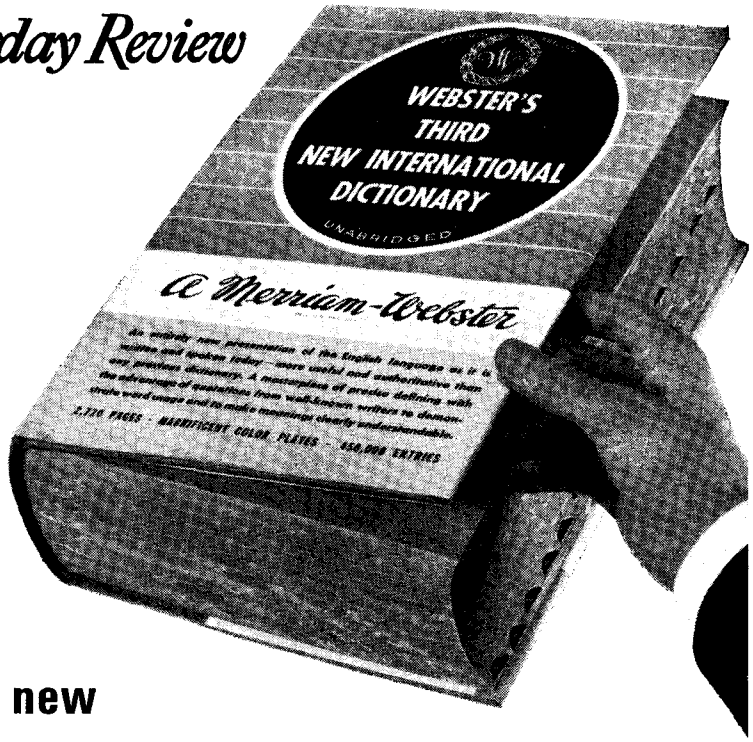
address _____

city _____ state _____ zip no. _____

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The ideal Christmas gift for the family that reads

Saturday Review



...the new

MERRIAM-WEBSTER UNABRIDGED

It is the only dictionary that assures full command of the new words, new meanings in science, technology, and today's English language in general.

This Christmas treat your family to an inspiring gift that will be a source of pleasure for years to come.

Give them the new Merriam-Webster Unabridged — the dictionary that covers every area of knowledge, answers more questions about today's language than any other dictionary.

The first completely new unabridged in 29 years, Webster's Third New International Dictionary assures command of 100,000 *new* words and *new* meanings — 450,000 entries. It is the final word authority of the U. S. Government Printing Office, of federal and state courts of law.

This Christmas give the new Merriam-Webster Unabridged — for your family to use, explore, and enjoy. $47.50 at leading department, book, and stationery stores. Compact India-paper editions slightly higher. ©G. & C. Merriam Co., Springfield, Mass.

Insist on this trademark...

A Merriam-Webster
REG. U.S. PAT. OFF.

Since 1847 the leading name in dictionaries

for him. Today, we have only banal imitations of mediocre a-sociality. Crude. For instance, you wouldn't find a John W. today.

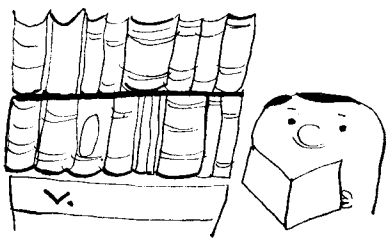
John W. would come into my classroom each day with the face of a cherub and the fly of his pants open. But there were never any revelations. For John W. always wore two pairs of pants—a pair for stealing and a pair for searching. The pair for searching was draped loosely over the pair for stealing, while the pair for stealing was skin-tight.

On the average school day John W. commandeered, via his pants for stealing, six red pencils and one blue one, one Royal typewriter ribbon (used), one pot holder frame with pot holder in it, and my copy of Dorcus and Schaeffer's *Child Psychology*.

There were other days that were better for John W.; few were worse. And when I would implore of my class, "Who has seen the X-acto tools or the fish tank filter or the twenty pairs of teddy bear eyes with which we were going to make teddy bear bean bags?" John W.'s hands would be first to shoot to half-mast position and John W.'s treble would be first to beseech, "Search me, teach."

Fifty hands up—twenty-five innocent faces—and I couldn't very well search them all—or any. It wasn't educationally cricket. I can say with all honesty that I didn't teach that year. I was too busy counting.

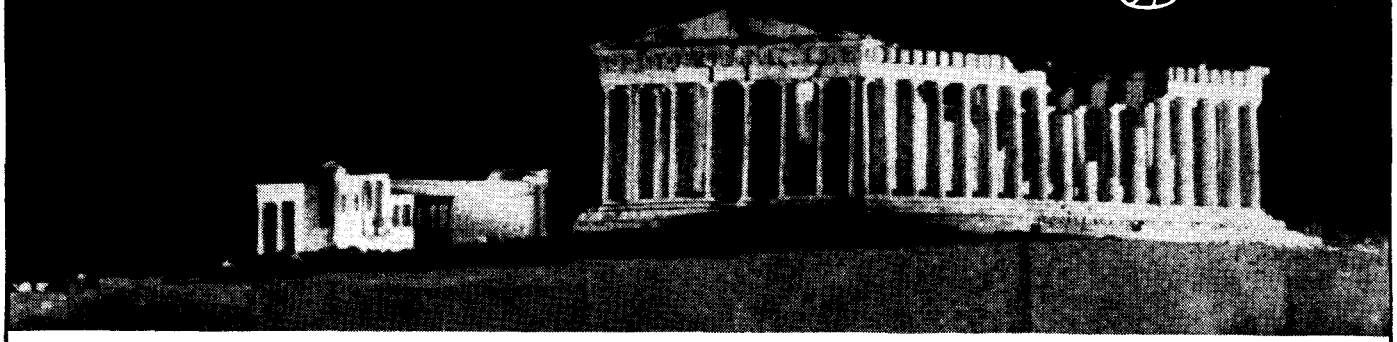
It was the last day of the school year, when, report card in hand, John W., in celebration of his unearned promotion, jubilantly slid down the main bannister and split both pairs of pants. Only then did the truth out. For a moment, I quavered. But I am proud now that I resisted temptation. I let the promotion stick. After all, John W. had really earned it. He had met all requirements of the curriculum and in fact had integrated these areas with consummate skill. In social studies, he had researched the problem and made value judgments of what was worth stealing; in mathematics, he had calculated to infinity the exact capacity of his pants' storage space; in physical education, he had exercised body control in maintaining perfect balance even while swag slithered and slunk in his nether regions. Language arts? That had me stymied for a moment. But only a moment. It seemed perfectly evident that his chronic "Search me, teach" was laconic hyperbole. —ESTHER P. ROTHMAN.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Explore the Glory That Was and Is Greece With...

Greek Heritage



Greek Heritage

the new and stimulating hard-bound American quarterly, brings you the great ideas of the writers, artists and leaders of the Hellenic World—for your enjoyment and for a better understanding of the world around us.

- See in a new light the influence of Greek culture on civilization through the ages. Sir Henry James Maine said: "Except the blind forces of Nature, nothing moves in the world which is not Greek in its origin."
- Discover, in the coming third issue, the mystic splendor of Byzantine craftsmanship, poetry, and the forgotten Greece of Mediaeval ages. Dennis Powers, Book Critic of The Oakland Tribune, says: "This is the best and most beautiful quarterly ever done on Greek culture."
- View the incomparable beauty of the sunny Greek coast and all the fabled islands. Lawrence Durrell writes: "Other countries offer you discoveries in manners or lore or landscapes; Greece offers you something harder—the discovery of yourself."
- Enjoy many new translations of the famous classics and translations of the best modern Greek literature. Professor Francis D. Lazenby in the Library Journal says: "GREEK HERITAGE . . . superb standards. Enthusiastically recommended."

you will enjoy Greek Heritage

Because—*The Greek heritage is everyone's heritage*, evidenced everywhere you look—in art, architecture, medicine, philosophy, government; even in the names we give our rockets and neuroses. We got the idea of democracy from the Greeks, as well as the Olympic Games. Musical scales; military tactics; a love of good food, wines and luxuries; the techniques of poetry and drama—all are Greek in origin.

edited in Greece

Edited in Greece by Kimon Friar, it abounds in magnificent color illustrations. Each issue, bound like a fine book, combines beauty and scholarship with articles of lasting interest to be treasured permanently. There is no advertising.

each issue brings you an authoritative armchair tour of Greece

See the bustling cities, the quaint villages, the sun-bathed islands. Enjoy the simple and warm hospitality of the people. Visit Mykonos where the old keels of caiques from the surrounding islands can be seen . . . and moored right next to them the sumptuous yachts of the great ship owners—Onassis, Niarchos, Goulandris, Embirikos.

EACH BEAUTIFULLY ILLUSTRATED EDITION BRINGS YOU ARTICLES SUCH AS THESE:

- Ghosts on the Floor of the Aegean
- Maria Callas: Oracle of the Opera
- Ten Greeks Who Made Our World
- Byzantium and the Western World
- Libraries of Ancient Greece
- Kalymnos and its Sponge Divers
- The Meaning of Plato Today
- The Greek Influence on Picasso
- A New Look at the Ancient Greek Theater
- The Greeks and Psychoanalysis
- Toys of Ancient Greece
- A Greek Athlete Looks at the Olympics
- Women Among the Ancient Greeks
- Greek Architecture and Modern Trends
- Who Wants to be a Sybarite?
- Touring Ancient Greece
- St. Paul and the Ancient Gods of Greece
- Rape of the Aegean Treasures
- Marcus Aurelius—a new translation

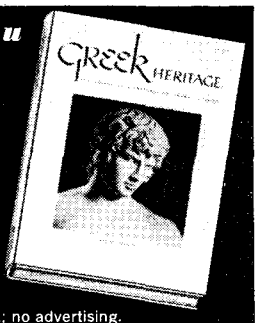
IN NO OTHER SINGLE PUBLICATION WILL YOU FIND THE WORKS OF ALL THESE AUTHORS:

Maurice Bowra	C. A. Doxiadis	Richmond Lattimore
Andre Malraux	Oscar Broneer	Andre Mirambel
George Seferis	Lawrence Durrell	Arthur Evans
Mary Renault	Edith Hamilton	George Santayana
Andre Michalopoulos	Willis Barnstone	Arthur Miller
H. J. Sobiloff	Gore Vidal	Henry Miller
Steven Runciman	Archibald MacLeish	Will Durant
Dwight E. Robinson	Alexander Matsas	Denison Hull
Mortimer J. Adler	Sterling Dow	Dudley Fitts
W. B. Stanford	Alexander Eliot	Carl Kerenyi
Henry W. Wells	Helen MacLean	Maxwell Staniforth

PUBLISHER: Christopher G. Janus
EDITOR: Kimon Friar

how do you get Greek Heritage

GREEK HERITAGE is available only by subscription. By starting your subscription with the first issue, this application entitles you to the charter price of $20.00. (The regular subscription price is $25.00.)



Bound like a fine book; no advertising.

Become a Charter Subscriber!

THIS IS YOUR LAST OPPORTUNITY TO BECOME A CHARTER SUBSCRIBER AND ENJOY THESE MONEY-SAVING BENEFITS:

- Obtain your subscription at the Charter Rate of $20.00. Receive the first two issues of GREEK HERITAGE—already collector's items.
- Subscribers are invited to tour the Greek Islands with the Editors and attend the 1965 Greek Heritage Symposium in Athens at greatly reduced rates.
- Obtain gift subscriptions of GREEK HERITAGE at the Charter Subscription Rate. GREEK HERITAGE makes an excellent gift of lasting value—for Christmas, birthdays, graduation, anniversaries and other occasions.

subscription reservation: to: Greek Heritage

360 N. Michigan Ave., Chicago 1, Ill.
Valerie Valentine, Circulation Director

☐ $_____ Enclosed ☐ Bill me ☐ new ☐ renewal
☐ Charge my AMERICAN EXPRESS Card No.

Name

Address

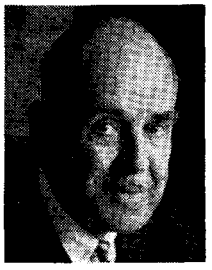
City Zone State

SR-6

Please enter my subscription for four quarterly issues of GREEK HERITAGE at the special price of $20.00. I understand that my subscription will start with the first issue and that I am entitled to the benefits of a Charter Subscriber as outlined above. I also understand that I may cancel my subscription and receive a full refund if it does not completely fulfill my expectations.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

'Mr. Havana Cigar' presents a new classic by Shakespeare



"SEASON YOUR *admiration with an attent ear till we may deliver, upon the witness of this gentleman, this marvel to you.*"

So said Horatio to Hamlet. And so says Ralph Schuyler Williams, "*Mr. Havana Cigar*", to all lovers of fine cigars.

For marvel, indeed, is the new Shakespeare Bard. Crafted solely of prime vintage Havana, it is the latest addition to the celebrated family of Shakespeare *Habana* cigars. Connoisseurs may be certain that its taste and aroma reflect its distinguished heritage.

Too, the Bard pleases the eye as well as the palate. Its sleek and slender contour bestows added distinction on this elegant cigar. And its fifty minutes of smoking enjoyment costs a mere thirty-five cents.

In sum, then, the Shakespeare Bard is the equal—some even say the superior—of fine imports once available from Cuba.

Now, sir, are you ready to enjoy a Shakespeare Bard? To savor its matchless flavor and bouquet? To see that "*happiness courts thee in her best array*"?

You may do so at outstanding tobacconists, clubs and hotels from coast to coast. And at the five distinguished Humidors of Alfred Dunhill of London in *Vintage Suprema.*

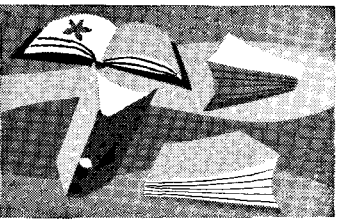
Or write: Gradiaz, Annis, Factory No. 1, Tampa, Florida.

WORLD LEADER IN LUXURY CIGARS.

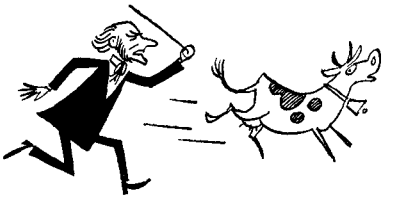
SHAKESPEARE

HABANA

Trade Winds



Some people can really become specialists in a field. Harry H. Crosby of the Boston University College of Basic Studies found this out when talking to a professor who teaches American literature. Crosby had found something amusing in Thoreau's diary and he recounted the story.



It seems Thoreau was sitting on the Emerson front porch when a herd of cows went down the street. A cow detached itself from the herd, went into the front yard, and performed a natural act good for fertility but not for beauty. Emerson took a stick and chased the cow back into the departing herd, berating the drover. Later Emerson found out that the cow he had sent away was his own. Thoreau thought this was very funny.

Crosby does, too. But when he told the story to the professor who teaches American literature, the latter frowned instead of smiling.

"When did you say this happened?" he asked Crosby.

"1847."

"That's odd," the professor said. "I could have sworn that Emerson built the fence around his front yard by 1847."

Once again our great nation has survived the periodic test of its democratic institutions. There is the enormous outpouring of the populace on the great day that harks back to our founding fathers who, in their wisdom, laid down the basic foundations of our free society. We have proved to the world again that The American Way is best.

Yes, another Halloween has come and gone. But it is getting more difficult each year to suffer through it. It used to be a one-night affair, but that made it too easy to nail the pranksters. So Doorbell Night was instituted. That's the *eve* of Halloween. But the cops have been patroling on Doorbell Night, spoiling that gimmick, so now it's the night *before* Doorbell Night when the wild ones are loosed on the countryside. Even this is becoming passé, and in our town the excitement started October 23. That's when they kicked over my garbage cans and twisted my mailbox. So it's a week-long festivity now.

The result is that Halloween itself, incongruously, has turned into a quiet affair with innocuous bands of small fry roaming the streets safely in their costumes and bleating "Trick or treat?" But this is too much for some people, who have taken the question literally. In Arizona a lady passed out sugar-coated chili peppers. In New Jersey someone handed the kids barbiturates. In Troy, New York, children collected photographs of semi-nudes. One lady donated insect-killer pills to the little visitors in her neighborhood. And on Long Island someone handed out bubblegum impregnated with lye. All these donors found themselves in the clutches of the law. They may be a little sick, but still they reflect the attitude of a lot of others who remember when Halloween was a harmless one-day holiday. Like almost every other old-fashioned holiday, Halloween has gone to extremes and is in jeopardy.

A guidebook to end guidebooks is *Hart's Guide to New York City.* It contains 1,331 pages and all the information about the city that you could possibly require. It tells where you can buy 500 varieties of honey, how many steps to the top of the Statue of Liberty, that nine languages are spoken by the staff of the Paris Hotel, where to find a locksmith on Sunday, your inalienable rights in a taxicab, and the truth about tipping.

Harold H. Hart is the publisher of this tome. It took three years to compile, the principal reason being that an individual survey was made of every item in the book. Hart himself, for instance, went on all the sightseeing tours in New York. He learned to his surprise that a Chinatown tour conducts the suckers to a second-story bargain shop where prices are twice those of the regular stores on the street. He also proved that most of the city's hotels

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

This free audition offer is for seekers of the exceptional in musical experience

A new subscription plan brings you, in one extraordinary concert series, the greatest virtuosos of our time in their most acclaimed performances

without obligation . . . listen to this thrilling recorded concert

YEHUDI MENUHIN

playing

BERLIOZ' HAROLD IN ITALY

WINNER OF THE COVETED GRAND PRIX DU DISQUE

and

BLOCH'S VIOLIN CONCERTO

DAZZLING INTERPRETATION OF A MODERN CLASSIC

as your introduction to the

VIRTUOSO CONCERT SOCIETY

IMAGINE subscribing to a concert series in which each program is a gala performance by a world-renowned virtuoso! Imagine, further, enjoying these prized performances with the background and knowledge even a seasoned concert-goer rarely has the opportunity to acquire!

This is the essence of the new Virtuoso Concert Society, a unique confraternity of people who derive great pleasure from listening to classical music — and, beyond that, who have an intellectual curiosity about the *hows* and *whys* of the world of music.

Virtuoso Concerts in the home

Now, through a superb series of recorded concerts, you can enjoy performances which have won acclaim from critics and audiences in the concert halls of the United States and Europe — by artists such as Yehudi Menuhin, Otto Klemperer, Witold Malcuzynski, Herbert von Karajan, Pablo Casals, Erich Leinsdorf, Nathan Milstein, Claudio Arrau, and others of equal fame.

Each recording reveals the artist at the peak of his genius — in a singular performance which illuminates a familiar work with new insight, or opens the way to unexpected realms of enjoyment in a work which is not often performed today.

A new kind of magazine accompanies each performance

With each recorded concert, you receive the companion issue of VIRTUOSO, a new hard-cover magazine which explores in detail the musical face of our culture — past and present. Here, you'll find stories and articles on the great composers' lives, philosophies and achievements . . . you'll deepen your understanding of the language and forms of music . . . you'll come to know the outstanding virtuosos of our era, and share their struggles and triumphs. Each lavishly illustrated issue is designed to enhance your enjoyment of the accompanying concert, yet is a delightful visual and intellectual experience in itself.

In addition, you will receive the Society's Newsletter, which reports to you on the season's highlights and important trends in the current musical scene.

The Society's subscription plan

As a subscriber, you are offered a new Concert Program package, on approval, at approximately six-week intervals. Each complete Concert Program includes two 12-inch longplaying records in a handsome deluxe album; an Encore Certificate entitling you to an additional record of your choice without charge; the lavishly produced companion issue of VIRTUOSO, and the Society's Newsletter. All of this is yours as a subscriber for only $8.80 plus shipping. Add two dollars more if you wish to receive the recordings in stereo. The Society believes this represents a value unequalled anywhere in the world of serious music.

Audition the first Concert Program without obligation

To acquaint you with the pleasures you will enjoy as a subscriber, you are invited to mail the attached card and accept our introductory offer. You will receive the complete Concert Program package described at the right, to audition for 10 days in your own home without obligation. There is no minimum purchase requirement, and you may cancel your subscription at any time.

You receive all this for free audition:

1. Deluxe album featuring Yehudi Menuhin playing Berlioz' *Harold in Italy* and Bloch's *Violin Concerto*, on two 12-inch longplaying Angel records.
2. Encore Certificate entitling you to an additional longplaying record of your choice.
3. Companion issue of VIRTUOSO, with articles by Jacques Barzun, Olin Downes, Suzanne Bloch, and others —profusely illustrated in color and black and white.
4. Music Newsletter with highlights of the current season, news of noted performers, and much more.
5. The Society's Prospectus, describing the many benefits enjoyed by subscribers.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Adolf Dehn has paintings in the Metropolitan Museum of Art, the Museum of Modern Art, the British Museum, and on

American Artists Group Christmas cards for you.

He is one of the 132 American artists whose work you can choose in the new 1964 albums of the American Artists Group. At the stores where you'd expect to find them.

This business of "getting what you pay for" certainly holds for liqueurs. Take Crème de Menthe, for example.

Is it true that some are better than others? Of course it is, and the better ones cost more...for good reasons. Nowhere in the world does mint grow as flavorful and fragrant as in France and the United Kingdom. So the best Crème de Menthe must be produced from these leaves, and they must be plucked at their peak and processed immediately to preserve their full flavor.

Mint leaves, tender and fragrant, are vital to a superb Crème de Menthe. But that's not all. The liqueur must be bottled as soon as possible after it is made. For this is one sure way to capture its true flavor and delicacy. One liqueur producer still takes such pains with Crème de Menthe—and 18 other delicious flavors—all made and bottled in France.

"Yes, I Know... Marie Brizard"

Sole U.S. Distributors
Schieffelin & Co., New York

Crème de Menthe 60 Proof

raised their rates for the World's Fair, a move that has been hotly denied by the authorities. Hart personally assayed 104 of the 300 restaurants listed in his book. When he got to Lutece, one of the fanciest, André Surmain, the proprietor, exploded:

"I don't want to be in your guide book or any other! This is the best restaurant in the country, and you couldn't write any report that would improve our public image. No one could sense the quality of this place through mere words. I'm a snob. I have my ideals and this restaurant represents a complete dedication. We don't want people reading about us and coming here because it's the chic thing to do. We only want patrons who are able to appreciate the best on every level."

Nevertheless, Lutece is described in *Hart's Guide*. Monsieur Surmain should have scorched Mr. Hart's *crêpes suzette* if he wished to avoid publicity.

Sharps and Flats: Christopher Stoneman noted this sign outside a greenhouse near Ascutney, Vermont: "Growers of Cut Flowers."

► In Oneonta, New York, the West End Brewing Company is at 39 East End Avenue.

► Professor A. Grove Day of the University of Hawaii has written a book about the famous author entitled *James A. Michener*. The publisher got an order for a copy of *A Grave Day*, by James A. Michener.

► On the wall of the gentlemen's room at Julius's Bar in Greenwich Village: "Employees must wash hands before leaving the management."

—Jerome Beatty, Jr.

Solution of Last Week's Kingsley Double-Crostic (No. 1597)

W. W. Watt:

SO THIS IS AUTUMN

(Suggested by Mrs. S. Story Moore)

Now far and near on field and hill
We watch the death of chlorophyll
As early Autumn rushes in
With xanthophyll and carotin.

I hold that ignorance is bliss,
Considering the fact that this
Is how a botanist perceives
The coloring of Autumn leaves.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A MESSAGE FOR PARENTS—ABOUT RESPONSIBILITY...

Parents' examples are teaching nutrition ideas to their children; results are not always good

CHILDREN DEVELOP MANY of their habits by observing what their parents do. Thus those parents who start the day with no breakfast or with merely a cup of coffee should expect difficulties in convincing their children that a good breakfast starts the day right. Parents who order their children to drink their milk because "it is good for you" or because "it will make you big and strong"—but who avoid milk drinking themselves—are setting examples that might build problems for the future.

Good nutrition practices suggest that, except for infants and those who may have health problems under treatment by physicians, family meal planning should provide a wide variety of foods. Quantities must vary, of course, and parents who serve portions of food to their families must keep in mind that, while a teen-age son may seem to have a bottomless pit for a stomach, a teen-age girl's growth rate and physical activity level may demand a lower food consumption rate. Yet the basic point is that planning meals and getting the right kinds of nutrients into younger members of the family will usually be easier if the entire family follows a similar pattern.

DAILY FOOD GUIDE IS VERY HELPFUL

Nutritionists, after reviewing what has been learned about human nutrient requirements and after taking into consideration the variety of foods available to Americans, have come up with a very simple but effective Daily Food Guide. This suggests selections of foods from four major groupings to provide the foundation for a well balanced diet. Other foods then may be added to provide adequate calorie intake. The four major groups are: (1) Milk and Other Dairy Foods; (2) Meats, Fish, Poultry, Eggs, Dried Peas and Beans, Nuts; (3) Fruits and Vegetables; (4) Cereals and Breads.

See the instructions below for ordering your copy of the complete Daily Food Guide, but here is an example of how and why the selections are made from one of the groups:

Milk and Other Dairy Foods: The Guide suggests 3-4 glasses of milk daily for children and teen-agers, 2 glasses daily for adults (or the equivalent amounts of milk in other dairy foods such as cheese and ice cream).

Milk is important for adults as well as younger members of the family because milk is a good source of high quality protein that provides the amino acids needed for body tissue development and repair; calcium which is essential for the development of bones and teeth, for proper functioning of nerves and muscles, and for normal clotting of blood; riboflavin which is vital in the body's metabolism; vitamin A which helps prevent night blindness and is involved in skin health; and other vitamins and minerals.

For a moderately active adult man two 8-ounce glasses of milk provide 10-15% of his recommended daily calorie allowance; for an adult woman about 14-20% of her calories. For teen-age boys 4 glasses of milk supply 18-22% of calories, and for teen-age girls 4 glasses of milk provide 25-30% of calories. We refer to milk's calories as "armored calories" because, unlike "empty calories" which supply only fuel for energy, milk provides many other essential nutrients besides calories at a comparatively low cost in calories.

CHILDREN WILL DO AS YOU DO, NOT AS YOU SAY

Parental authority in early years may be sufficient to insist that the children follow food patterns substantially different from those of the adults, but, if parents insist on a "do as I say, not as I do" approach to teaching their children, the adolescents are likely to react much more strongly against good food eating habits when they reach the age at which they are allowed more freedom of choice. On the other hand, if parents are following the Daily Food Guide as a pattern for family meals, then the consumption of milk and other dairy foods, for example, becomes a family eating pattern, rather than an act expected from children alone.

Parents who adopt foolish attitudes toward foods can easily lead their children into equally bad habits. There are adult women who shun milk because they think it is fattening. Milk actually is an excellent food for those concerned about weight control because milk provides a variety of essential nutrients. In many cases, if those nutrients were to be obtained in other foods, the calorie cost could be much higher than it is in milk. Thus, avoiding milk because of misconceptions about how many calories it has could result in depriving a person of adequate amounts of other important nutrients in milk.

Parents should try to understand how a well balanced diet—balanced in terms of providing nutrients and adequate, but not too many, calories for each individual—can contribute to good health. Diet, of course, is only one of the factors determining the state of health of an individual, but what we eat is very important. A well balanced diet can also be a varied and an enjoyable diet, thanks to the great abundance and variety of foods available to Americans at a reasonable cost. Parents will do well to follow the Daily Food Guide in planning meals for the entire family.

For more information about the Daily Food Guide, write: Daily Food Guide, American Dairy Association, 20 N. Wacker Drive, Chicago, Ill. 60606.

a message from dairy farmer members of
american dairy association

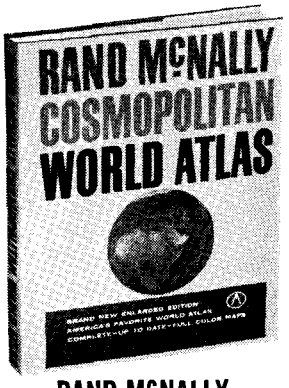
(Advertisement)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

If you want to give the world...you can!

RAND McNALLY
EXECUTIVE GLOBE

Designed to blend with modern or traditional decor.
12" diameter desk-size.
Exclusive "World Portrait" raised relief in natural earth colors.
First globe to show actual ocean floor relief, based on IGY findings.
Solid walnut base and polished brass-plated semi-meridian.
Perfect for personal or business giving; for the executive and his family.
Available at Book, Department, and Stationery Stores.



RAND McNALLY
COSMOPOLITAN WORLD ATLAS

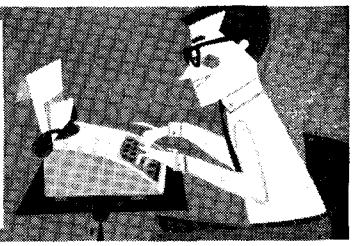
Revised 1964 Edition. With FREE portrait-style 34" x 52" wall map of U.S. The standard against which all other world atlases must compare. 180 pages of maps in full-color. 20 pages illustrated U.S. points of interest. Population tables, and much more. Index of 80,000 places with latest population figures for each. 400 pages. 11⅛" x 14".
Buckram bound. $14.95

Deluxe Edition. Padded leather-like binding. Stamped in gold. FREE map. $19.95

Wherever books are sold

RAND McNALLY
P.O. Box 7600 • Chicago

Top of My Head



Take a Letter

IN DETROIT for a few days in connection with the Perry Como show, I found myself in the middle of a long newspaper strike. Now, I'm a man who can take a newspaper or leave it, but it's the breakfasts that get me. It's during breakfast I can't stand looking at anybody. And in the dining room of the hotel I could see a lot of others who couldn't stand looking at me.

The hotel had been considerate. In my room I found the Gideon. But all I got out of that was that the meek shall inherit the earth. And you know where that kind of talk will get you! Then I recalled that during that long newspaper strike in New York, like many other inhabitants, I read the *Christian Science Monitor* and found it a great newspaper. At the time I had promised myself I would write them a letter expressing my appreciation for a great void they had filled.

Take a letter:

Dear *Christian Science Monitor*: I want to express my appreciation for a great void you have filled. The news in your paper is as bad as it is in the other papers only you think it's better.

• • •

From a newspaper story in the *New York Times:*

Fifty seniors at Elmira College, New York, picketed the campus in protest of the free distribution of a right-wing book titled *None Dare Call It Treason.*

One of the senior students was quoted as saying: "Is it right, is it ethical to distribute that kind of literature that way?"

Take a letter:

Dear Senior Student: The question is not: "Is it right, is it ethical?" The question none of you students seems to have asked about the book is, "Is it grammatical?"

• • •

From a newspaper item:

"The Nielsen [rating] people have had their audimeters, which record what programs are being watched, in about the same 1,200 homes for the past ten years. Recently, however, the company has been dropping some of the original 1,200 and adding others in a move to improve the statistical validity of the sample.

"This has resulted, according to reports, in a reduction in the number of senior citizens and an increase in the number of homes with small children, to bring the sample in line with the census."

Take a letter:

Dear Nielsen: This is to apply for membership in your 1,200 club. We have no children but I have a thirteen-year-old mind, which you will note is one over the average twelve-year-old mind. Watching television by yourself can be a very, very lonely thing. I've often thought while watching how nice it would be to know that 1,199 others are watching it with me. It's a thing with me. Freud would have analyzed it as a fixation about wanting to belong. Or that misery loves company.

I would like to get to know the other members of the 1,200 club—their names, their addresses. I would write to them and they would write to me. We could exchange ideas about the quality of programs. Perhaps I could send my fellow club members reviews of the programs by the New York critics. And they could get somebody to read the reviews to them.

I hope you will look kindly on my application. Please don't be discouraged about my above-average thirteen-year-old mind. I can act pretty stupid at times. Of course not as stupid as the ratings but pretty stupid. It's just that I have this thing about wanting to belong. Oh, why do I keep saying that! I'll come clean. It all comes down to one thing—I'm power-hungry.

I want to be one of the 1,200 who decide what 190 million people watch on television. I want to have it in my power to eliminate programs, to decimate big stars with one little decimal. I want to know what it feels like to be endowed with the power to decide who shall be a star and who shall be a has-been—to beknight or dethrone, to enshrine or debase—to elect or reject—to advise or consent—to sink or swim—to put to death or let live.

Even now the power has begun to surge through me. To slash, to rake and rend asunder! Today Joey Bishop! Tomorrow the entire Ponderosa! I'm ready, Mr. Nielsen. How about joining your 1,200 club?

P.S. I am a member of the Diners' Club in good standing.

—Goodman Ace.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Get CHOOSEY about brandy and you end up with...

84 Proof · ©Schieffelin & Co., New York

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SR's Check List of the Week's New Books

Art

THE ANXIOUS OBJECT. By Harold Rosenberg. Horizon. $7.50.

ART OR ANARCHY? By Huntington Hartford. Doubleday. $4.95.

AUSTRIA: MEDIEVAL WALL PAINTINGS. By David Talbot Rice and Walter Frodl. New York Graphic Society. $18.

THE GOLDEN AGE OF SPANISH SCULPTURE. By Manuel Gomez Moreno. New York Graphic Society. $25.

INDIAN ART IN MIDDLE AMERICA. By Frederick J. Dockstader. New York Graphic Society. $25.

ROMAN ART: A MODERN SURVEY OF THE ART OF IMPERIAL ROME. By George M. A. Hanfmann. New York Graphic Society. $15.

Crime, Suspense

NO EVIL ANGEL. By Elizabeth Linington. Harper & Row. $3.95.

VENTURES IN CRIMINOLOGY: SELECTED RECENT PAPERS. Edited by Sheldon and Eleanor Glueck. Harvard Univ. Press. $11.

Current Affairs

CANADA. By Peter Varley and Kildare Dobbs. Viking. $12.50.

THE CHALLENGE OF DIVERSITY. By Richard E. Engler, Jr. Harper & Row. $6.50.

MOROCCO, ALGERIA, TUNISIA. By Richard M. Brace. Prentice-Hall. Hardbound, $4.95. Paperback, $1.95.

SOVIET EDUCATORS ON SOVIET EDUCATION. Translated by Helen B. Redl. Free Press. $6.95.

SOVIET STRATEGY AT THE CROSSROADS. By Thomas W. Wolfe. Harvard Univ. Press. $5.95.

WAR AGAINST WANT: AMERICA'S FOOD FOR PEACE PROGRAM. By George S. McGovern. Walker. $5.

Fiction

LABYRINTHS: SELECTED STORIES AND OTHER WRITINGS. By Jorge Luis Borges. Edited by Donald A. Yates and James E. Irby. New Directions. Paperback, $1.90.

NO SMOKE WITHOUT FIRE. By Alice Harwood. Bobbs-Merrill. $6.50.

History

BATTLEFIELD AND CLASSROOMS: FOUR DECADES WITH THE AMERICAN INDIAN, 1867-1904. By Richard Henry Pratt. Edited by Robert M. Utley. Yale Univ. Press. $8.50.

CHINESE CIVILIZATION AND BUREAUCRACY: VARIATIONS ON A THEME. By Etienne Balazs. Yale Univ. Press. $8.50.

THE ENGLISH REFORMATION. By A. G. Dickens. Schocken. $8.50.

THE FOREST: A PERSONAL RECORD OF THE HUK GUERILLA STRUGGLE IN THE PHILIPPINES. By William J. Pomeroy. International Publishers. Hardbound, $3.95. Paperback, $1.85.

GERMANY'S ECONOMIC DILEMMA: INFLATION AND THE BALANCE OF PAYMENTS. By Patrick M. Boarman. Yale Univ. Press. $7.50.

THE KNIGHTED SKIES: A PICTORIAL HISTORY OF WORLD WAR I IN THE AIR. By Edward Jablonski. Putnam. $7.95.

THE ORIGINS OF BOLSHEVISM. By Theodore Dan. Harper & Row. $10.

OVER THERE: THE STORY OF AMERICA'S FIRST GREAT OVERSEAS CRUSADE. By Frank Freidel. Little, Brown. $10.

PERU AND THE UNITED STATES, 1900-1962. By James C. Carey. Univ. of Notre Dame Press. $6.50.

Miscellany

ANATOMY OF A FISHERMAN. By Robert Traver. McGraw-Hill. $10.95.

ARGEN THE GULL. By Franklin Russell. Knopf. $4.95.

THE BRIDGE. By Gay Talese. Harper & Row. $5.95.

FAMOUS BOOKS: ANCIENT AND MEDIEVAL. By Robert B. Downs. Barnes & Noble. Hardbound, $3.95. Paperback, $1.95.

OUR FACES—OUR WORDS. By Lillian Smith. Norton. Hardbound, $3.75. Paperback, $1.50.

Music

DAVID'S HARP. By Alfred Sendry and Mildred Norton. NAL-World. $6.50.

THE JAZZ STORY: FROM THE 90s TO THE 60s. By Dave Dexter, Jr. Prentice-Hall. $4.95.

Personal History

A CELLARFUL OF NOISE. By Brian Epstein. Doubleday. $2.95.

THE HOUSE ON NAUSET MARSH. By Wyman Richardson. Norton. $4.50.

HOWARD THURMAN. By Elizabeth Yates. John Day. $4.95.

OFF MY CHEST. By Jimmy Brown with Myron Cope. Doubleday. $4.95.

POCANTICO: FIFTY YEARS ON THE ROCKEFELLER ESTATE. Observed by Tom Pyle and told to Beth Day. Duell, Sloan & Pearce. $6.95.

Reference

A CHRONOLOGY AND FACT BOOK OF THE UNITED NATIONS, 1941-1964. By Waldo Chamberlin, Thomas Hovet, Jr., and Erica Hovet. Oceana. $2.75.

Religion

CHRISTIAN EDUCATION FOR SOCIALLY HANDICAPPED CHILDREN AND YOUTH. By Eleanor Ebersole. United Church Press. Paperback, $1.25.

THE PARABLES OF THE LORD. By Richard Gutzwiller, S.J. Herder & Herder. $3.75.

PERSPECTIVES BY INCONGRUITY AND TERMS FOR ORDER. By Kenneth Burke. Edited by Stanley Edgar Hyman. Indiana Univ. Press. $6.95.

THROUGH STORMS WE GROW. By Rabbi Alexander Alan Steinbach. Bloch. $4.95.

Sociology

ADVENTURES IN RETIREMENT. By R. L. Duffus. Norton. $4.50.

POVERTY AND PROGRESS: SOCIAL MOBILITY IN A NINETEENTH-CENTURY CITY. By Stephan Thernstrom. Harvard Univ. Press. $5.95.

RFD: THE CHANGING FACE OF RURAL AMERICA. By Wayne E. Fuller. Indiana Univ. Press. $6.95.

—Compiled by RUTH BROWN.

Don't put the Chartreuse too close to the milk

(someone might pour it on the cornflakes!)

But then why not? Chilled Chartreuse goes with lots of things... grapefruit, ice cream, desserts... and, naturally, on the rocks or as a highball. The main point is: *chill Chartreuse* before you serve it. For that's the new way to add finesse to Chartreuse's 350-year-old flavor. A most venerable and versatile liqueur. For an idea-ful booklet on drinking and cooking with Chartreuse, write Schieffelin & Co., 30 Cooper Sq., New York, N. Y., Department Y.

CHARTREUSE

(have the genius to chill it)

GREEN, 110 PROOF—YELLOW, 86 PROOF

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

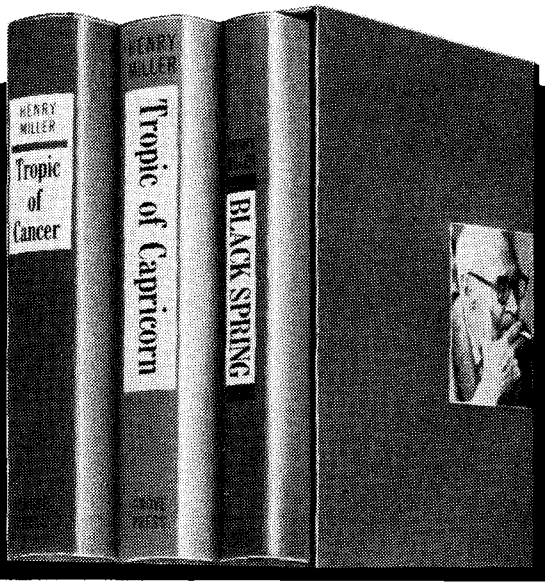
AVAILABLE AT LAST

"One of the most significant contributions to the literature of our time."
—Sir Herbert Read

FREE

WITH YOUR FIRST SELECTION

THE COMPLETE BOXED SET FROM GROVE PRESS



THE HENRY MILLER TRILOGY

TROPIC OF CANCER
TROPIC OF CAPRICORN
BLACK SPRING

EXCLUSIVE WITH THE **HUDSON BOOK CLUB**

Purchased separately, these three volumes would cost you $20.00 everywhere. Handsomely boxed, they are yours free if you act promptly.

T. S. Eliot, Ezra Pound, George Orwell, and Edmund Wilson have characterized Henry Miller's long-forbidden trilogy as a modern American classic. Yet for years the only copies available in America were those smuggled into the country at great risk.

Today the official climate has changed, and Americans who once knew Miller solely by reputation are discovering that he is not only a daring writer but a great one.

LAWRENCE DURRELL: "American literature today begins and ends with the meaning of what Henry Miller has done."

To celebrate the triumphant reception now being accorded to Henry Miller's **Tropic of Cancer, Tropic of Capricon,** and **Black Spring** by the country that gave him birth, Miller's publishers are making the complete Trilogy available in a handsomely boxed set. It is yours free while this extraordinary offer lasts. Here—together as Miller intended them to be—are the three novels on which his fame is based:

TROPIC OF CANCER. "A triumph of the comic spirit." —**Horace Gregory.** "I call Henry Miller the greatest living author."—**Karl Shapiro**

TROPIC OF CAPRICORN. "A moral work of great perception and feeling. The forces of censorship haven't a prayer against it."—**Richard Seaver**

BLACK SPRING. "A remarkable work of art. How could this ever be called pornographic?"—**Maxwell Geismar**

THE HENRY MILLER TRILOGY is an example of the important reading offered regularly to members of *the Hudson Book Club at reduced prices. Limited* quantities have been set aside as Free Gifts for new members who join now. It makes good sense to send for your free set today, with your first selection chosen from the list below. If not delighted, simply return the books within 2 weeks and your membership will be cancelled without cost or obligation. The club takes all the risk.

ONLY THREE MORE SELECTIONS NEED BE TAKEN WITHIN ONE YEAR.

The Hudson Book Club pools your buying power with that of other discerning readers who share your tastes. By means of low Members' Prices and free Bonus Books, it saves you an average of 50% on the very books you would otherwise purchase at full price.

IMPORTANT TO ACT QUICKLY. Mail coupon today while free copies of THE HENRY MILLER TRILOGY are still available.

THIEF'S JOURNAL. By Jean Genet. Strange hymn to inverted passions. "I do not fear to call this book the most beautiful Genet has written"—*Jean-Paul Sartre's Fwd.* List, $6.00. **Members' Price $4.95**

THE DEPUTY. By Rolf Hochhuth. Magnificent drama in this urgent dialogue between Nazism and Rome over the Jewish Final Solution. List, $5.95. **Members' Price $4.75**

IN THE BEGINNINGS. By H. R. Hays. Monumental study of our early ancestors and the gods they fashioned out of their darkest urges. 565 pp., 116 illus. List, $10.00. **Members' Price $6.95**

THE SILENT PAST. By Ivar Lissner. The archeology of the "lost worlds" that have haunted human history—from Atlantis to Jericho, Carthage, Yucatan. 155 illus. List, $6.95. **Members' Price $4.85**

THE DANGEROUS SEX. By H. R. Hays. The story through the ages of man's great hostility toward woman, and the sexual persecutions, myths and literature behind it. List, $5.95. **Members' Price $4.50**

MAN'S MOST DANGEROUS MYTH: *The Fallacy* of Race. By Ashley Montagu. All the myths and fallacies surrounding the word "race" are penetrated by this provocative book. 544 pp. fourth edition rev. List, $7.50. **Members' Price $4.95**

THE LIFE OF LENIN. By Louis Fischer. "Never has the image of Lenin, as a person, been more clearly drawn..."—George Kennan. List, $10.00. **Members' Price $7.50**

CIVILIZATION OF ROME. By Pierre Grimal. *Rome as City, as Empire, as Idea; by a master* scholar and writer. 229 illus. List, $11.50. **Members' Price $7.95**

TEMPLES, TOMBS AND HIEROGLYPHS. By Barbara Mertz. 5000 years of Egyptian archaeological history, focussing on Queen Hatshepsut, Thutmose III, Akhenaton, etc. 25 photos, 46 line drawings. List, $6.95. **Members' Price $4.95**

WAITING FOR THE END: A New Work on the Crisis in American Culture, Race and Sex. By Leslie A. Fiedler. 20th century American *writers and writing: Baldwin, Capote, Mailer,* Miller, etc. and the radical shift in American culture. List, $5.95. **Members' Price $4.50**

THE WILL OF ZEUS. By Stringfellow Barr. A magnificent history of Greece, written with soaring power and beauty. 496 pages, 31 photos. List, $10.00. **Members' Price $5.95**

ANTI-INTELLECTUALISM IN AMERICAN LIFE. By Richard Hofstadter. Is America's notorious philistinism part of our democratic roots? List, $6.95. **Members' Price $4.95**

LAROUSSE ENCYCLOPEDIA OF BYZANTINE AND MEDIEVAL ART. Ed. by Rene Huyghe. The art of 1000 years in a highly prolific age. 416 pp., over 1000 illus., 36 in full color. List, $17.95. **Members' Price $9.95**

FOUR THOUSAND YEARS AGO. By Geoffrey Bibby. Life in the time of Abraham, Troy, Stonehenge, Knossos, and the glory of Egypt. List, $6.95. **Members' Price $4.95**

THE GREEKS and THE ROMANS. By H. D. F. Kitto (Greeks) and H. R. Barrow (Romans). Over 2000 years of history—insights into Greek free thought and Roman conquest. 2 vols.; 577 pp., 75 photos. List, $12.00. **Members' Price $7.95**

THE WORLDS OF EXISTENTIALISM. Ed. by Maurice Friedman. "In my opinion this is an excellent anthology, the best to appear so far on existentialism."—James Gordon Clapp. List, $7.95. **Members' Price $5.50**

EROS DENIED. By Wayland Young. A history of sexual behavior. "A remarkable, brilliant and revolutionary book."—J. Donald Adams. List, $7.50. **Members Price $5.45**

CITY OF NIGHT. By John Rechy. Searing novel about a male prostitute, with a searching look into the heart of America's greatest cities. List, $5.95. **Members' Price $4.50**

THE CONCISE ENCYCLOPEDIA OF ARCHAEOLOGY. Ed. by Leonard Cottrell. An impressive account tracing the movement of whole peoples; ancient Peruvians, Indian Maurya ans, Mayas, etc. 184 illus., 16 in full color; 512 pp. List, $15.00. **Members' Price $9.95**

THE MEDIEVAL WORLD. By Friedrich Heer. The high noon of medieval life, 1100-1350, recreating courtly love, art, science, and ideals. Photos. List, $7.50. **Members' Price $5.50**

SHAKESPEARE. By Peter Quennell. Shakespeare and the pomp and panoply of Elizabethan England spring to life. Illus. List, $6.95. **Members' Price $4.85**

NO MONEY NEED BE SENT WITH COUPON

HUDSON BOOK CLUB, 131 VARICK STREET, NEW YORK 13, N.Y.

Please enroll me as a Trial Member of the Hudson Book Club and send me **free** THE HENRY MILLER TRILOGY. As my first selection, send me, at the low Members' Price:

_____
(ENTER YOUR FIRST SELECTION HERE)

If for any reason I decide not to remain a member, I may return these books within 2 weeks and my membership will be cancelled without cost or obligation.

If I elect to remain a member I need choose only 3 more books at reduced prices during the coming year, and will be under no further obligation. Thereafter, every 4 books I accept from the Club will entitle me to a free Bonus Book of my choice.

Name _____

Address _____

City _____ Zone ____ State _____

☐ Please bill me for my First Selection plus shipping charge.

☐ My check for First Selection is enclosed (Club pays shipping). Same cancellation privileges. MS-103

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

If you have a choice, take a fan-jet.

ASTROJET IS A SERVICE MARK OF AMERICAN AIRLINES, INC.

There's extra power in every engine any time you want it.

One time you want it is on your take-off.

On most jets, the surge of power you expected just doesn't feel like a surge at all.

In fact, it usually takes the ordinary jet over a mile to get off the ground.

Would you like to slip into something a little more comfortable?

Take an Astrojet.

All of our Astrojets have fan-jet engines—with enough power to cut one-third of a mile off your take-off alone.

And you get this power on every jet we fly. American Airlines has the largest fan-jet fleet in the world.

American Airlines and its fan-jet engine.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Saturday Review

November 21, 1964

A Balance Sheet

PUBLISHING'S LAST 50 YEARS

Few men have had as close or sustained a view of book publishing as Alfred A. Knopf, who founded his own publishing firm in 1915 and has been active in the world of books and authors ever since. In the following article he reviews the last half-century in publishing and assesses some trends that are turning the trade into a radically different enterprise. The article, which begins in this issue and will be concluded next week, is adapted from this year's R. R. Bowker Memorial Lecture, an event established at the New York Public Library in 1935 as an aid and stimulus to the study of book publishing in the United States. The lecture is being published simultaneously in the Bulletin of the New York Public Library and is available from the library (Fifth Avenue and 42nd Street, New York, N.Y. 10018) at 25 cents a copy.

By ALFRED A. KNOPF

HOW DO publishers differ today from what they were fifty years ago? The first great change, to my mind, has been the emergence of the editor. When I went to work more than fifty years ago at Doubleday, Page & Company I heard of only one editor aboard the ship: Harry Peyton Steger was the friend of O. Henry and Booth Tarkington, neither of whom required the services the author of today expects his editor to render. Let me quote from a letter I received not long ago from a young and not unsuccessful novelist. He was explaining why he felt he had to leave us for another house. There he would have the assistance of a friend who "more than anyone else anywhere has for almost fifteen years now encouraged me, kept after me, slaved with me over my writing as an editor and a friend. . . . There is no longer anyone in your firm with whom I have anything even approaching this kind of relationship, which is of such great importance to me."

In the old days, I think, the serious novelist believed more strongly in his own competence. Of course men like Conrad and Hudson and Galsworthy welcomed the advice and companionship of such a reader as Edward Garnett, but Garnett did not work for the houses that brought out most of their books. Steger died not long after I went to work and I cannot recall that he was replaced. Yes, the firm employed a reader —a middle-aged lady who disposed of the hopeless material, which probably didn't then amount to anything like the mass of worthless unsolicited manuscripts that clog up the publishing machine today. Every intelligent person from the head of the house down read submissions that seemed to have promise. Thus I, who had been promoted to a clerkship in the manufacturing department, was the first to read the manuscript of Conrad's *Chance* because I was a Conrad fan and familiar with his work. But in general authors wrote and publishers published. Kipling, Tarkington, Ellen Glasgow, the author of *Elizabeth and Her German Garden*, David Grayson (he was actually the Ray Stannard Baker who later became Woodrow Wilson's first official biographer), even an English couple, C. N. and A. M. Williamson, who produced each year a sort of travelogue in novel form, *wrote* their books—and wrote them well. Of course this happens once in a while even today: I seldom know anything about the novels John Hersey, Shirley Ann Grau, Elizabeth Bowen, and John Updike are working on until I read their finished manuscripts. But fifty years ago publishers were publishers, and though they had to be reasonably competent businessmen if they were to stay afloat, they read for themselves. Indeed, their relations with most of their authors made this necessary.

Another change in publishing is that far too many books are being published nowadays. I think this is due in no small part to the steady growth in American publishing of the position and influence of the editor.

Today a writer who publishes a short story in *The New Yorker* has within the week offers of a substantial advance payment against royalties from three or four publishers for a novel. No one—including the author much of the time—even knows whether he *could* write a novel. The prevailing view seems to be that anyone has at least one novel in him. It reminds me of the Irishman who when asked if he played the violin replied that he didn't know because he had never tried.

Not very long ago a distinguished professor at one of our great universities, whose new book we had accepted for publication, kept asking me, before we had even got around to signing a contract: "Who is my editor going to be? Who is my editor going to be?" He should not have needed an editor—only a publisher. But he *did* need an editor and chiefly because, like so many of his contemporaries, he didn't feel sufficient confidence in his own ability to make his own book exactly what he wanted it to be. As it turned out, I don't think his editor helped him nearly enough. And most frequently (though not in the case I'm speaking about) our American author, whatever his age, experience in life, and technical knowledge, simply can't write. I don't mean that he is not the master of a prose style of elegance or distinction; I mean that he can't write simple, straightforward, and correct English. And here only an exceptional editor will really help him, because editors, generally speaking, can't recognize bad writing when they read it. Nor do they try very hard to learn to recognize it.

Let me, for example, quote a few passages from a book by a chairman of a department in a large university, as

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

published by a large and distinguished house *after* the manuscript had passed through an editor's hands. I know this because I had been offered this particular manuscript, and the published volume includes many passages that I had particularly noted as objectionable.

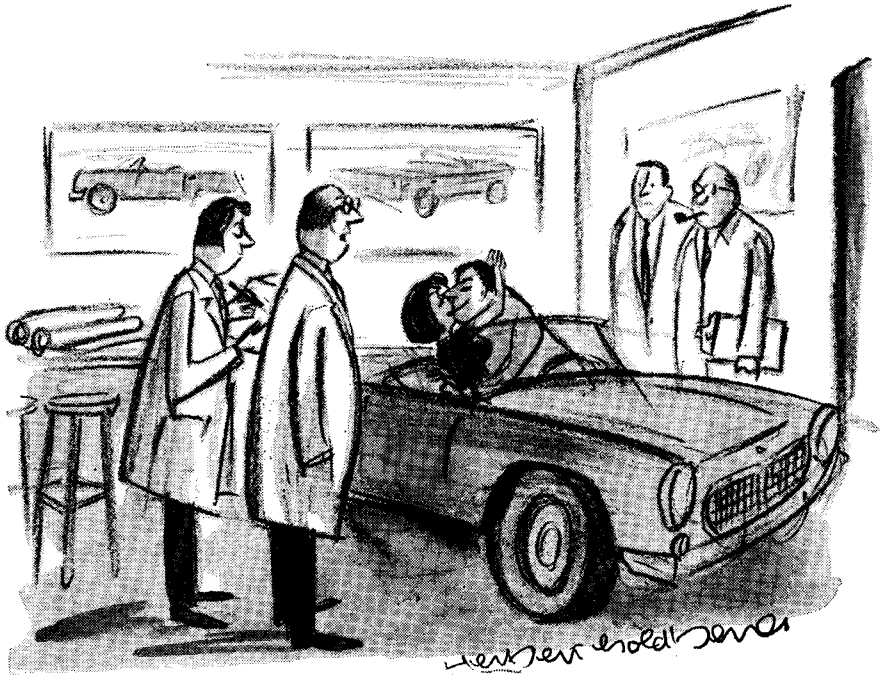
> "From now on the river would be abandoned in favor of the horse. Another dimension of mobility had been added."
>
> "But it was waterways whose fingers stretched out toward the plains that really brought forth men and women."
>
> "The river acted as a navel cord, feeding that embryonic community until the railroads could deliver it as a lusty agricultural frontier."
>
> "So successful were their endeavors that most of the roads leading out of the region became quite unsafe as financial arteries."
>
> "Jim Hill had thrown a pair of rails across Northern Dakota and Montana, clear to the Pacific coast."
>
> "Within a decade after 1880 Dakota became plural."
>
> "Congress decided that to control the Missouri's tail was not enough; the whole animal had to be domesticated."
>
> "Like many another and earlier frontier, cash simply had fled the country."
>
> "In short, all hell broke loose as nature reached down to the bottom of its bag for its worst climatic weapons."

Speaking of the dust bowl of the thirties and help extended its victims by the federal government: "Then, when some of the sores were healed over, man could not refrain from picking at the scabs."

Such are samples of English prose read and approved for publication by an editor in a most respectable and respected publishing house. But we can go one step further. I watched carefully for reviews, even in the quarterlies, of this book, but did not find one that was in any way critical of the author's style. Indeed, one reviewer said that the author "writes easily and lightly, but is never frivolous, and his humor illuminates while it entertains." And another: "The style is quite lively considering the heavy burden of details."

This widespread weakness of American writers is a serious matter. My friend J. M. Barker, one of the builders of that great corporation, Sears, Roebuck, in the course of a talk at the graduation luncheon of the Massachusetts Institute of Technology on June 7, 1957 (his was the class of 1907), said:

> I speak first of the prime importance of mastery of the use of English. A word is the symbol of a thought concept, just as a friend's name is the symbol of the whole complex of associations which you have with his personality. Most of our constructive thinking is done with the shorthand of these word symbols. To think to a purpose requires a clear concept related to each word symbol. It is a sobering thought that each of us gives his hearers and his readers a chance to look into the inner working of his mind when he speaks or writes. If the outward expression is clumsy and vague, it is pretty certain that concepts are foggy, and the thinking defective. Only an incompetent mind is content to express itself incompetently.



"Depress steering wheel two inches."

William C. Warren, dean of the Columbia University Law School, in his annual report some years ago wrote:

> Bluntly stated, as we encounter it, the liberal education which the bachelor of arts degree is supposed to represent has certain marked deficiencies. We are entitled to expect that the college graduate be able to read argumentative or expository prose swiftly, comprehendingly, and retentively; *that he be able to express himself in speech and writing grammatically, literately, and precisely* [italics mine]; that he has learned the basic lesson of using a dictionary. But we have found that few of our entering students, however carefully selected, possess these skills to the extent needed for law study.

I am not speaking of copy editing. It's a rare author indeed—I've met only two in my time—who can prepare a manuscript so meticulously that the publisher can pass it on to the printer with instructions to follow copy exactly and ask no questions. The copy editor has to make sure that spelling and punctuation are correct, that capitalization is uniform, and so on. Incidentally, this is a service the publisher renders without cost to the author, and thereby saves him many a dollar in charges for corrections in his proofs.

Of course there *were* editors in the old days. But as often as not they were men of letters on their own account. One thinks, for example, of Robert Bridges and Edward L. Burlingame at Scribner's and Frank Doubleday's partner, Walter H. Page. Men such as these were not hired to go out and get books, though they obviously attracted authors to the house. But today the editor is hired largely for that purpose. So he does the best he can and if he can't get good books he usually takes what he *can* get—books that are not so good. And then he sometimes wrecks himself trying to make a silk purse out of what can never become anything but a sow's ear. If he is hired away from another firm (as happens all the time, for loyalties today are not very strong) and is lucky, he may bring with him some successful and even distinguished writers. But I suspect that most publishers today lack the ability to smell out a budding talent and prefer to buy away a property that has been discovered and built up by someone else. A few publishers are scrupulous about poaching on a competitor's preserves, but most are not and I can think of one house—and a very good one, too—whose list has been studded for decades with names that first appeared over other imprints. This house published the early and not very successful novels of Sinclair Lewis. One of its heads was foolish enough to solicit—I use the word advisedly — Dorothy Canfield, who happened to be more than just a Henry Holt

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

author. She was a close and dear friend of Alfred Harcourt, who at the time was head of Holt's trade department. So Alfred—and he told me this himself at the time—looked over his unfriendly competitor's list very carefully, picked out what he considered the two most promising young novelists on it, sent for them, and gave each the price he asked for coming over to Holt. Sinclair Lewis was one of the two; the other did not pay off. True, Lewis never appeared on Holt's list, but that was because Harcourt had set up his own firm before *Main Street* was written. But a publisher seldom enjoys such sweet revenge. When we were a very young firm we didn't realize the extent of this poaching (actually it was rather uncommon before the First World War). We didn't watch our fences, so to speak, and thus lost in quick order, among others, Julian Huxley, Sheila Kaye-Smith, E. M. Delafield, Mary Borden, and H. M. Tomlinson. You may recognize only two of these names—a sad reflection on the mortality of contemporary writing. It is hard to remember that every forgotten book (and we have published hundreds such) once seemed to its publisher something of value and likely to live for a long time. Here you may ask if we didn't steal Willa Cather from Houghton Mifflin. We did not. She simply walked unannounced into our two-room offices on West Forty-second Street one day, introduced herself, and was astonished that I knew her work and had read her most recent novel, *My Antonia*. She brought me *Youth and the Bright Medusa*. She didn't ask for an advance then—or ever.

AS Willa Cather was so different in so many respects from any author I know or know about today, I will speak of her at some length. She was a lady of a very special kind—now all but extinct. Loyalty was one of her great qualities; if she was on your side it was almost impossible for you to do anything that she regarded as wrong. And if she was not on your side you simply couldn't do anything of which she approved. She left a most unusual will, but I know it expressed what she strongly believed. It forbids motion pictures or dramatizations to be made of any of her books. She used to say to me that if she wanted to write a play or a motion picture she would have written a play or a motion-picture script. But she didn't—she wrote a novel or a short story or a novelette. The will also forbids the publication of any of her letters. She had, to be sure, once allowed a motion picture to be made of one of her best-known novels, *A Lost Lady*. But the experience was so disillusioning that she determined never to risk its repetition. One day Benjamin H. Stern, our close friend and long-time

lawyer, who also represented her for many years, told me in his office that he had an offer from Hollywood for her that ran into six figures. Ben's office was on the thirty-fifth floor of the French Building, and I immediately told him that I would as soon jump out the window as mention this offer to Miss Cather. I added that I thought, if he wished to retain her good will, that he should not mention it to her either. He didn't.

She also refused to permit any cheap editions of her books to be published. Here again, she once made an exception and allowed *Death Comes for the Archbishop* to be included in the Modern Library. But as soon as this contract expired she would not permit us to renew it. One day Ferris Greenslet, himself a man of letters, who directed the editorial work at Houghton Mifflin and had published her first four novels, came to my office to tell me that he had a proposition that would enable us—and Miss Cather—as he put it, to clip coupons from bonds for years to come. His plan was to include some of her books in the celebrated Riverside Press series of school and college editions of classics. She refused this offer out of hand, telling me that she did not want boys and girls to grow up to hate her because they had been forced to read her books when they were students.

Like many intelligent authors, she had a shrewd idea of the relative value of her own work, and when she brought me the manuscript of *Death Comes for the Archbishop* she said that our son would one day be paying royalties on it to her niece and asked for special terms. But she was not greedy: she wanted an increase of 1 per cent in the royalty and refused to accept this on any later book.

She was opposed to book clubs, and for many, many years refused to permit us to offer them anything of hers. She said she felt most strongly that only people who really *wanted* to read her books should be asked to buy them. How she came to make an exception in the case of *Shadows on the Rock* is a small story in itself. The steady refusal of so important and popular a novelist to permit any of her work to be offered to members of the Book-of-the-Month Club was, naturally, a matter of some concern to the club's management. Harry Scherman, with shrewdness that was not uncharacteristic, had one of his judges write a very long letter to Miss Cather explaining the workings of the club and the advantages that it brought to authors. The judge selected to write this letter was Dorothy Canfield. She and Miss Cather had been friends since they had been undergraduates together at the University of Nebraska, where Dorothy's father was chancellor. Miss Cather in her usual way brought the letter to me and asked my advice, saying that while she hadn't changed her mind about book clubs she hesitated to offend Henry Seidel Canby, the chairman, and the other judges.

AT that time the retail book trade was conducting a vehement, though ineffective, campaign against book clubs. I decided to telegraph each of our salesmen to ask the most important bookseller he visited that day whether or not we should let the Book-of-the-Month Club have *Shadows on the Rock*. I naturally assumed that these booksellers would live up to their public protestations and support Miss Cather's position. I couldn't have been more mistaken. With one exception, they all said that

(*Continued on page* 53)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Saturday Review

Editor: NORMAN COUSINS
Publisher: J. R. COMINSKY
Associate Editors: HARRISON SMITH, IRVING KOLODIN, HORACE SUTTON

Associate Publisher
W. D. PATTERSON

Managing Editor
RICHARD L. TOBIN

Science Editor
JOHN LEAR

Poetry Editor
JOHN CIARDI

Education Editor
PAUL WOODRING

Production Manager
PEARL S. SULLIVAN

Book Review Editor
ROCHELLE GIRSON

General Editor
HALLOWELL BOWSER

Feature Editor
JAMES F. FIXX

Editors-at-Large
CLEVELAND AMORY
HARRISON BROWN
JOHN MASON BROWN
FRANK G. JENNINGS
JOSEPH WOOD KRUTCH
T. S. MATTHEWS
WALTER MILLIS
ELMO ROPER
JOHN STEINBECK

Contributing Editors
HOLLIS ALPERT
ALICE DALGLIESH
HENRY HEWES
GRANVILLE HICKS
ARTHUR KNIGHT
KATHARINE KUH
MARTIN LEVIN
ROBERT LEWIS SHAYON
MARGARET R. WEISS
JOHN T. WINTERICH

More About Khrushchev

THE VISIT of the Chinese Communist leaders to Moscow underlined at least one major reason for the ouster of Nikita Khrushchev, whose raw criticisms and characterizations of the Chinese left little room for reconciliation.

We were astounded at Khrushchev's bluntness about the Chinese when we raised the question at a private meeting in the Kremlin in December 1962. Although our visit was primarily concerned with negotiations for the release of religious figures incarcerated in the Soviet Union, we got into political matters. For example, when we asked the Chairman how he reacted to the harsh criticisms of the Soviet Union by the Albanians, he said the Albanians reminded him of something that happened when he was a young man.

"I used to work in the mines. Some of my fellow miners had a strange way of amusing themselves. During their lunch hour they would call over young children whose ages ran from four to six or seven. Then they would teach the youngsters the foulest words imaginable and offer them kopecks if the children would run home and repeat these dirty words to their parents. Well, I think I know who's been teaching the Albanians dirty words."

We asked the Chairman if the incident he had just related was privileged. "Not at all," he replied. "I'll probably use it publicly myself."

And he did—before a meeting of the Supreme Soviet. Nor did he hesitate to say he wouldn't lift a finger to help the Chinese develop nuclear weapons. He literally brushed aside territorial claims by the Chinese on the basis of lands seized by pre-Revolutionary Russia.

But the rift with the Chinese involved much more than a dispute over national issues between the two giant Communist powers. It involved a costly and possibly disastrous split inside the entire Communist world. It also involved a fundamental ideological struggle that was bound to produce a vast upheaval.

It would be a mistake, however, to assume that the need to avoid an irreparable break within the Communist world was the only major reason for the removal of Nikita Khrushchev. The most important single part of the Khrushchev program was directed to the economic strengthening of the Soviet Union and the upgrading of the standard of living of its people. However, so long as a large portion of the national budget went into the manufacture of weapons, it was impossible to achieve these objectives. Only by freeing Soviet industrial capacity for nonmilitary purposes could Khrushchev's domestic aims be achieved. But this involved a basic assessment of America's present and historic situation. Marx had said that war was inherent in the nature of capitalism. If Marx was right, then the Soviets would have to maintain maximum military preparedness, with an almost indefinite delay in upgrading the home economy. Khrushchev took the position that it was foolish to assign omniscience to Marx.

"Marx had no way of anticipating all the changes that would occur a century later," he told us. "He certainly couldn't foresee the catastrophe of nuclear war. I don't think the U.S. wants to be destroyed by atomic weapons any more than we do. What alternative is there to coexistence? Coextermination?"

The attempt to seek arms agreements had to surmount another major ideological barrier. This was the old Marxist contention that the U.S. had to depend on armaments in order to keep its economy going. Here, too, Khrushchev demonstrated his unorthodoxy. He said he saw no reason why the American economy could not maintain high prosperity on a full peacetime basis. He saw no Marxist laws of inevitability about the collapse of American capitalism.

Reinterpretation of Marx, however, was not enough. It was necessary to show specific results in disarmament negotiations with the U.S. Only in this way would he be able to achieve increased consumer production at home.

This accounted for the importance he attached to the nuclear test ban and other measures that would demonstrate progress in his policies toward the West. The Chinese characterized these policies as appeasement, declaring that the U.S. would take advantage of his softness. In particular, they pointed to American proposals for a Multi-Lateral Force as a way of equipping Germany, Russia's historic enemy, with nuclear weapons.

IN mid-September of this year there came, in rapid succession, three news stories in the American press that unhinged whatever was left of Khrushchev's policy. The first was a report, attributed to "authoritative sources," saying that the U.S. Government had decided to exploit the differences between the Soviet Union and China as a prime objective of its foreign policy. The second item, also attributed to unnamed sources, said the U.S. had no intention of concluding disarmament agreements with the Soviet Union, because the U.S. wanted to exert maximum pressure on the Soviet economy. The third report told of West Germany's confidence that it would possess nuclear weapons.

Soviet leaders have a chronic inability to evaluate news in the American press. They assume stories attributed to "authoritative sources" are either a deliberate government plant or a forerunner of a formal announcement. In either case, they have been known to make political decisions based on what are actually unfounded or suppositious reports. The "news" stories about American exploitation of Sino-Soviet problems and about the decision to maintain the arms race as a means of bleeding the Russian economy were critical enough. But the story about German fingers getting close to nuclear triggers was fatal. Nothing up-

(*Continued on page* 33)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

LETTERS TO THE EDITOR

Progress Report

I HAVE ONLY just seen N.C.'s vivid article on my work in relation to leprosy and the Medical College at Vellore ["Paul Brand and His Mission," *SR*, Oct. 3]. I must congratulate you on the way you have made this subject readable for the layman. Many of my friends have appreciated it. I must point out, however, that you have attributed to me personally a great deal of credit for work that was really done by other people, many of them my fellow workers here at Vellore. In particular, I must disclaim any originality in the reconstruction of the nose in leprosy patients. The pioneer in this field was Sir Harold Gillies, who came to India particularly to help us in this problem. My wife is worried that it was not made clear in the article that the mass eye surgery in village camps is only for uncomplicated cataract. She would not advise widespread cataract surgery on leprosy patients.

I would like to take this opportunity of thanking *SR* readers for the wonderful financial response to the article. The gifts are still coming in and are a tremendous encouragement to us as we try to extend the scope of our research work and to bring the benefit of what we already know to the millions who still have no treatment at all.

PAUL W. BRAND, M.D.
Vellore, South India

EDITOR'S NOTE: *SR readers have thus far contributed over $6,000 to further the work of Dr. Brand and his associates at the Vellore Christian Medical College and Hospital. Others wishing to make contributions, which are tax-exempt, may send them to Vellore Medical Fund, care of Saturday Review, 380 Madison Avenue, New York, N. Y. 10017.*

War of the Words

PRAISE BE TO the law—but do let us hope that the good Dean Griswold of Harvard Law School [*SR*, Oct. 24] is never forced to witness the treatment to which it is subjected by some of his brethren of the bar. Who but the dean of a law school noted for its production of correct, conservative corporation lawyers would even dream that advocates before the criminal bar "are concerned with the right to a fair trial"? Or that the objective of a criminal trial is "the meticulous and dispassionate ascertainment of the truth"?

There are only two sides of the criminal-court coin—conviction and acquittal. And the procedure by which the toss is decided in most instances is known, even to some attorneys, as the "adversary system." The dean would undoubtedly be shocked to find that this is a polite euphemism for total war in most criminal courtrooms. Among the weapons of such warfare are mugging before television cameras, bleats and blats for the microphones of radio's tape recorders, and leakage at all the legal seams for the press.

Who are the men who play all the roles in these warring forces, from colonels to generals? Lawyers, my dear dean, lawyers. . . .

Dean Griswold also observes that it is not a basic objective of a trial "to let the public know what is going on." But this is the function and purpose of the news media, even to the taking of pictures of a Lee Harvey Oswald clutching his gut in horror. Could it be that neither Oswald nor his two escorts noticed Jack Ruby emerge from the crowd because all three were so intent upon a TV camera or monitor ahead of them in their line of march? Would they have been so intent in watching a reporter with only a pencil?

WILL O'NEIL,
Evening Outlook.
Santa Monica, Calif.

"Ask not for whom the cookie crumbles, gentlemen; it crumbles for thee!"

Here to Stay

THE DEATH OF George Colgate [TRADE WINDS, Oct. 24] has more than one lesson to teach. Jerome Beatty, Jr., refers to the pitiful fate of the camp cook, who was left to die in the northern Idaho wilderness in the fall of '93, as an example of the immorality of some hunters.

Indeed it is. Colgate, suffering from severe abdominal pains and unable to travel through the five-foot snows of the Clearwater country, was abandoned by his hunting companions, who themselves barely managed to get out with the aid of a search party.

But the pleasure-hunters may not have been completely heartless. There is a story that before leaving Colgate to die, one of them gave him a revolver, supposing that when his pain became intolerable he would end it with a bullet.

Colgate chose not to. The next summer another party of hunters found his remains. He had crawled on his hands and knees for nine miles through deep snow before collapsing for the last time.

Desperation can reduce some men to cowardice, as it did George Colgate's hunting companions. But it can reveal in some others the courage to fight to the death against impossible odds, as it did in George Colgate himself. Colgate was, in John Hersey's phrase, "here to stay," and that is what many of us out here prefer to remember whenever we pass that grave.

LADD HAMILTON.
Lewiston, Idaho

Greek to Him

I ENJOYED Herbert Goldberg's cartoon on page 25 of *SR*'s October 24 issue. I would point out, however, that Cheops is the later Greek name for the Egyptian Pharaoh Khufu. Furthermore, the great pyramid constructed for him was done without the benefit of slave labor; for the most part it was a religious labor not requiring physical compulsion.

JOSEPH N. HANKIN,
Department of History,
City College of New York.
New York, N.Y.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Americana (Western style)

LUGGING his heavy cameras by stage coach, buckboard, and pack mule, F. J. Haynes shot more than 25,000 pictures of the working West in the 70's and 80's. Two hundred and forty-four of the finest of these — a rare, wide-ranging record of settlers, toughs and tenderfeet building railroads, mining, homesteading, ranching and river-boating — illustrate Freeman Tilden's lively and enthusiastic one hundred thousand word re-creation of the period. Appendix includes technical camera information. $12.95

FOLLOWING THE FRONTIER

WITH F. J. HAYNES, PIONEER PHOTOGRAPHER OF THE OLD WEST

by FREEMAN TILDEN

THE vast wilderness stretching upstream from the Grand Canyon is almost unknown to most Americans. Its grandeur is captured at last in this first full-scale biography of the region — a dramatic history of *conquistadores*, cattle barons, miners, Mormons — illuminated by some of the most beautiful photographs ever taken of the American West. Of these 16 are in full color, 110 in gravure. Published jointly by Alfred A. Knopf and the University of Utah Press in association with the Amon Carter Museum. $15

STANDING UP COUNTRY

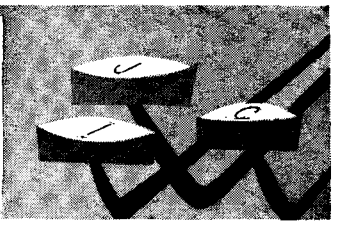
THE CANYON LANDS OF UTAH AND ARIZONA

by C. GREGORY CRAMPTON

Now at better bookstores

ALFRED • A • KNOPF, Publisher

Manner of Speaking



Children's Hour: About Eskimos
And Why They Wear Pants

The Eskimo wears pants because
He makes them out of fur.
When he gets home he sits and thaws.
And thaws his wife. And sings with her:
Brrr! Brrr! Brrr! Brrr!

Some Eskimos are known to wear
Pants made of seal. Others prefer
Walrus, snow fox, polar bear.
But all of them wear fur.

A tailor for the Eskimo
Must sew his pants up tight.
Or else when winds begin to blow
The frost is apt to bite.

That's why the Eskimo wears pants
Inside the pants he wears.
He's not inclined to take a chance
With those sharp arctic airs.

The pants he wears *in*side the pants
He wears are made of fur.
And—as you may see at a glance—
The pants he wears *out*side are, sir.

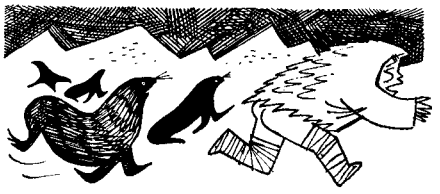
Inside and out and all his life
He wears his pants of fur.
So does—or so I'm told—his wife
When he comes home and sings
with her:
Brrr! Brrr! Brrr! Brrr!

One oddly gentle Eskimo
Used seals, but wouldn't skin 'em.
He thought that much too cruel. So
His seals had seal skins in 'em.

The trouble was the seals grew fat
Which made his pants grow tight.
Seals, moreover, bark. And that
Kept him awake six months a night.

Worse, when he took a step one way,
His pants would wriggle somewhere else.
His neighbors often stopped to say,
"We recommend plain pelts."

Also, of course, he had to catch
And feed his pants a lot of fish.
(One day I saw his left leg snatch
A trout right off the dish.)



And worst of all, when he lay down
To sleep, his pants inclined
To flip and flop and slip away.
But still he didn't mind.

Not, that is, until one night
When he was napping in his sled.
His left leg got into a fight
With his right—and bit the thread!

Oh what a scene! In my mind's eye
(Except that my mind reels!)
I see his pants go slithering by—
An unstitched pack of seals!

His outer pants, escaped, send back
Their far wild call. What hero
Could tame the wild blood of the pack?
Ours feels a breeze (well below zero),

And sees more seals go slithering free.
By putting two and two together
He need not even look to see
Why he so feels the weather!

See, see our hero in the throes
Of passion, but too short of clothes
To mount a hot pursuit of those
Ungrateful pants. Too well he knows
That they are gone among the floes.
Gone! Gone! All gone! And the
wind blows.
He feels a coldness in his toes.
He stomps, but still the coldness grows.
Next morning, passing Eskimos
Remark, "He's friz. —Or is it 'froze'?"
—Their grammar, as you might suppose,
Is shaky. But the question shows
They think about it. —Friz or froze,
They bury him among the snows,
And leave him there. And each man goes

Back home just part friz (Froze?),
because
His pants are made of fur—skinned fur.
And each man of them sits and thaws.
And thaws his wife. And sings with her:
Brrr! Brrr! Brrr! Brrr!

—JOHN CIARDI.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Books

18 *SR*'s Check List of the Week's New Books

27 Literary Horizons: Granville Hicks reviews "Henry Adams: The Major Phase," by Ernest Samuels

28 Diary of Charles Francis Adams, edited by Aïda DiPace Donald and David Donald

29 On the Fringe, by Haskel Frankel

30 European Literary Scene, by Robert J. Clements

31 Dramatic Personages, by Denis de Rougemont

43 The Kaiser and His Times, by Michael Balfour; The Burden of Guilt, by Hannah Vogt; This Germany, by Rudolf Walter Leonhardt

46 The Gestapo, by Jacques Delarue

47 Eleanor Roosevelt: A Friend's Memoir, by Joseph P. Lash

48 The Model Major-General: A Biography of Field-Marshal Lord Wolseley, by Joseph H. Lehmann

49 Short Friday, by Isaac Bashevis Singer

50 Chaos and Night, by Henry de Montherlant

50 Unfinished Funeral, by Niccolò Tucci

LITERARY HORIZONS

A Man Against His Times

ALMOST exactly six years ago (*SR*, Nov. 8, 1958) I reviewed the second volume of Ernest Samuels's three-volume biography of Henry Adams. Now Samuels has completed his study with *Henry Adams: The Major Phase* (Harvard, $10). The second volume ended in 1890, a few years after the suicide of Adams's wife. The third opens with his trip to the South Seas, made in the agreeable company of John LaFarge, which marked the beginning of his recovery from the disaster that had befallen him. Closing with his death on March 27, 1918, it completes a notable achievement, for Samuels is a conscientious researcher, a perceptive student of the history of ideas, and a warm and sympathetic biographer.

It is not always easy for the reader to feel sympathetic towards Adams. He was a snob, a man full of reprehensible prejudices, something of a poseur, often petulant, sometimes self-pitying. Yet he had many friends, some of them very close indeed, and he was loyal and generous to them. He was also a disciplined and diligent scholar, although he never had to worry about earning his living, and even in his seventies he performed prodigies of labor.

Samuels's calling the last twenty-eight years of Adams's life "the major phase" would probably have seemed paradoxical to Adams himself. It was in the period prior to 1890 that he wrote his nine-volume *History of the American People*, his biographies of Albert Gallatin and John Randolph, and his two novels, *Democracy* and *Esther*. By 1890 he was telling his friends that his life was finished. But in 1904 he privately printed *Mont-Saint-Michel and Chartres*, which was given to the public in 1913. *A Letter to American Teachers of History* was also privately distributed, as was the first edition of *The Education of Henry Adams*. *Mont-Saint-Michel and Chartres* had a considerable success with the general public, and the *Education*, regularly published soon after Adams's death, became one of the most influential books of the era.

The reputation of Henry Adams has gone through interesting stages. As I wrote in my review of Samuels's second volume, the *Education* seemed to the bright young people of the Twenties "as contemporary as Dos Passos's *Three Soldiers*, Hemingway's *In Our Time*, or Eliot's *Prufrock*." His pessimism was congenial to a generation that could think of itself as lost, and he denounced the mistakes of the past even more sweepingly than the youthful iconoclasts. "He not only expressed what the bright young people were feeling," I wrote; "he stated their case for them with irresistible authority."

Quite different from the feeling of the Twenties was that of the Thirties, whose militant young people preferred *The Autobiography of Lincoln Steffens* to *The Education of Henry Adams*. The critics who were influenced by Marxism were convinced that what Adams regarded as the breakdown of civilization was really the decline of the Adams family and the privileged class to which it belonged. The militants also pointed out —and Samuels partly agrees with them —that Adams's distrust of democracy and contempt for the masses belonged to one of the currents of thought that helped to produce fascism.

But now Adams again seems a congenial figure, for the *Education* may be read as a pioneer study in alienation. It is probably true that he experienced his alienation because the Adamses did not fit into the modern world, but, whatever the origins of his feelings, he was at odds with the whole of modern civilization. Whether or not *Mont-Saint-Michel and Chartres* is an accurate account of the thirteenth century, it expresses Adams's desperate need to conceive of a world in which he could live. Whether or not the *Education* gives an accurate account of Adams's life—Samuels demonstrates that in many ways it does not—it is a drama of a man's struggle in a hostile world.

In 1913, reading Henry Cabot Lodge's *Early Memories*, which made several kindly allusions to him, Adams protested that his friend had been too generous. He wrote Lodge:

> Not that I really abased myself before other people, or was afraid to face either man or beast, but because, looking on the whole affair from the outside —absolutely, as a wilderness without road—I could scarcely see which way to go, and was fantastically conscious that others knew less than I, and were doing heaps of harm. I did not want to do harm. To this moment I am at a loss to know how I could have done good. . . . This attitude of mine I held to be imbecile, and in effect I said so in my *Education*. It deserves reprobation and

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

scorn, and I am ready to say that too. —But! But! I see no more clearly what to do with it.

One of the friends who ventured to reprove him was Henry James, and it is interesting to note James's argument. When Adams was seventy-five and James only five years younger, the latter sent the former a copy of *Notes of a Son and Brother*. To his great friend, Mrs. Cameron, Adams burst forth: "Why did we live? Was that all? Why was I not born in Central Africa and died young? Poor Henry James thinks it all real, I believe, and still lives in that dreamy, stuffy Newport and Cambridge with papa James and Charles Norton—and me! Yet, why!"

He must have written James in the same vein, for James replied, protesting the "melancholy outpourings" of "unmitigated blackness"; "*Of course* we are lone survivors; of course the past that was our lives is at the bottom of an abyss—if the abyss *has* any bottom; of course, too, there's no use talking unless one particularly *wants* to. . . . I still find my consciousness interesting. . . . Cultivate it *with* me, dear Henry—that's what I hoped to make you do. . . . You see I still, in presence of life (or of what you deny to be such) have reactions—as many as possible—and the book I sent you is a proof of them. It's, I suppose, because I am that queer monster, the artist, an obstinate finality, an inexhaustible sensibility."

Thus, as Samuels points out, James scores against Adams, for the violence of the latter's protest was proof that he, too, had reactions, and if he could not take pleasure in cultivating his consciousness, that was his loss. But it is our gain that, like so many present-day heralds of the meaninglessness of life, he took a most acute interest in himself and in the world of which he had so low an opinion. Even as intellectual fashions change, he remains a fascinating figure, and Samuels has, if perhaps sometimes too laboriously, built him a suitable monument.

—GRANVILLE HICKS.

An Iron Hand and a Soft Heart

Diary of Charles Francis Adams, *edited by Aida DiPace Donald and David Donald (Harvard University Press. Vol. I: January 1820—June 1825, 469 pp. Vol. II: July 1825—September 1829, 514 pp. $20), initiates a projected eighteen-volume edition of one of the most important diaries kept by an American. Gay Wilson Allen teaches American literature at New York University and is the author of several books in the field of biography and criticism.*

By GAY WILSON ALLEN

ONE PART of the monumental edition of the Adams papers is the diary of Charles Francis Adams, grandson of the second President of the United States and son of the sixth, of which we now have the first two of eighteen projected volumes, ably and meticulously edited and handsomely printed. The editors call this "the most important surviving unpublished journal kept by any American in the nineteenth century," and, if one can judge from this first sampling, they may be right.

Keeping a diary was perhaps an inheritance from early American Puritanism, when everyone seems to have kept one; John Quincy Adams's main reason

—*Bettmann Archive.*

Charles Francis Adams—the diary was "a second conscience."

for encouraging his son Charles to make a daily record of his life was that it might preserve his morals and be a "second conscience." Of course there were minor purposes, too, such as to keep a critical record of his reading and to improve his literary style. It was not Charles's intention "to give a history of my feelings"; but he was human, for all the Adams iron in his character, and his failure to conceal his emotions provides one of the chief interests for a modern reader of his *Diary*.

This published version begins (after some brief notations for 1820) with Charles's second year at Harvard, in his fifteenth year. Although his record at Harvard was not distinguished, his reading was impressively wide and intensive—not surprising for an Adams, and especially for one who had spent his childhood in European capitals. At the age of seven in St. Petersburg, where John Quincy Adams was U.S. Minister to Russia, Charles could speak French, German, and Russian with ease—and began learning English. In England, where his father next served as American Ambassador, he acquired fluency in English. He was seventeen when his father became President of the United States, and in 1825 and 1826 he spent long vacations in the White House. His *Diary* contains vivid descriptions of social events, debates he heard in the Senate and the House of Representatives, and precocious observations on the bitter political feuds that raged during his father's stormy administration.

On one of his vacations in Washington young Adams decided to propose marriage to Abigail Brooks, daughter of a Boston millionaire, though he thought her education faulty and her emotions too volatile. Before long, however, his own emotions were deeply stirred, and his *Diary* reveals a warmth of feeling that his dignity concealed. One interesting entry was made on April 24, 1827: ". . . in the evening I went through one of those disagreeable scenes which occur sometimes in life. No man with sense will ever keep a Mistress. . . .Ever since my engagement, I have been preparing for a close of my licentious intrigues, and this evening I cut the last cord which bound me."

NO one knows anything about this mysterious "intrigue," but the passage is only one of many that reveal a warmer personality than history, or even Adams's biographers, have handed down to us. He thought his own father's personality too cold, and suspected that this trait would contribute to his defeat in 1828, as it did. He had no taste for politics himself, and hoped that as the third son of the President he would be able to escape his father's trials; but the suicide of his older brother George in 1825 gave him a premonition that he would have to help carry on the family name in the political arena. We know, of course, that this intuition was justified in 1834, after his other brother died. But this published *Diary* ends on September 3, 1829, with the long-delayed marriage, and the young man's prayer that he may be fitted "to perform the part assigned me . . ."

Though important as history, this *Diary* is more interesting for its revelation of an inner life which the author carefully shielded from the public.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Awake at Last

I FIRST read *Call It Sleep*, by Henry Roth, about seven years ago when a friend was kind enough to lend me her rare copy of the out-of-print novel. Her praise, plus what few facts she could tell me about the book's curious history, convinced me that I had to read it. I shall be eternally in her debt for introducing me to one of the finest works of twentieth-century American fiction I have ever read.

For seven long years—and I had come to look on it as a way of life—I seemed to find myself saying to someone, at least once a week: "Have you ever heard of a novel called *Call It Sleep*? Well, if you can ever get a copy of it, you must read it." And now, at last, wonder of wonders, *Call It Sleep* is back in print, hopefully for all time.

Incredibly, the 95¢ Avon Books reissue of this forgotten masterpiece, written thirty years ago, was reviewed in *The New York Times Book Review* for October 25 on page one, a space never before given to a paperback reprint. Avon reports that, at this writing, it has volume orders from three universities who have placed the novel on their reading lists and that bookstore reorders are coming in left and right.

To tell you that *Call It Sleep* concerns itself with a period in the life of an immigrant Jewish boy in the slums of New York's Lower East Side between the years 1911 and 1913 is to offer a synopsis on a par with Roz Russell's plot summation of *Moby Dick* in the musical comedy *Wonderful Town*: "It's about this whale." I'd rather use this space to tell you the thirty-year history of a book that somehow didn't die.

In the Depression year 1934 a publishing firm named Ballou brought out *Call It Sleep*, a first—and, to date, only—novel by a twenty-seven-year-old writer, Henry Roth. It received magnificent reviews. Alfred Hayes wrote: "It is as brilliant as Joyce's *Portrait of the Artist*, but with a wider scope, a richer emotion, a deeper realism."

Edwin Seaver, writing in the New York *Sun*, said: "To some extent it does for an East Side, New York childhood what James Farrell has done for the South Side, Chicago, equivalent in his 'Studs Lonigan' books, only, I think, with far greater emotional power and profounder sympathy."

Fred T. Marsh, in the New York *Herald Tribune*, stated: "I believe it to be the most compelling and moving, the most accurate and profound study of an American slum childhood that has yet appeared in this day. . . . To discerning readers, I believe, for its profound intensity, its rare virtuosity, its sensitive realism, its sheer weight, its power, circumference, and depth, this first novel of Mr. Roth will be remembered for some time to come."

Call It Sleep was not remembered for long. It went to two printings, a total of 4,000 copies, before it disappeared. The publisher, Robert O. Ballou, went out of business.

By all laws of publishing, this should be the end of the story. In an industry where even best-sellers can be forgotten in ten years, the minor success is close to death at birth. Yet, *Call It Sleep* didn't quite die. Through the years, references to its merits would pop up in an essay here, a book review there. And, as a result, another student of American literature would be sent poking through dusty secondhand bookstore shelves to seek out one of the 4,000 copies and take up the cause of the forgotten novel.

In 1956, twenty-two years after its publication, *Call It Sleep* began its renaissance, thanks to the *American Scholar* magazine, which asked a number of important critics to contribute their selections to an article entitled "The Most Neglected Books of the Past Twenty-five Years." Both Alfred Kazin and Leslie Fiedler chose *Call It Sleep*, making it the only book named twice in the article.

In 1960, Henry Roth's book finally got a second chance. A small firm, Pageant Books, Inc. (now Cooper Square Publishers), reprinted it. The new edition contained a critical introduction by Maxwell Geismar, a history of both the author and the book by Harold U. Ribalow, and an appreciation by Meyer Levin.

The Pageant Press edition solved, for the growing Roth cult, the mystery of what had happened to the author. Harold U. Ribalow's introductory "History" filled in the missing years. After the initial appearance of *Call It Sleep*, Henry Roth published nothing but a few sketches in *The New Yorker* and an anecdote in *Commentary*. He did start another novel. Maxwell Perkins, the highly respected editor of Scribners, saw 100 pages of it and was excited by it. He gave Roth an advance on the book. But the novel was never finished. Roth destroyed what he had written. For a time he taught high school in the Bronx, then became a metal grinder in a machine shop, later a teacher in a one-room schoolhouse in Maine and an orderly in a mental hospital.

In 1953, a married man and the father of two sons, Henry Roth became a waterfowl farmer outside Augusta, Maine. He raised and dressed ducks and geese for a living. He was completely out of touch with the literary world.

The Pageant Press edition of *Call It Sleep* was taken by one of the higher-brow book clubs and offered to its membership; and Dorothy Parker, then book critic for *Esquire* magazine, devoted her column to praise of the novel. And once again, *Call It Sleep* slipped into oblivion.

And now, suddenly, page one of *The New York Times Book Review* and rush reorders from bookstores. Why? How come? I frankly do not know or much care. The re-emergence of *Call It Sleep* is a near miracle. It is enough to recognize a miracle and be grateful for it without poking around to find out what makes it tick (and if that's a non sequitur, I couldn't care less).

As for Henry Roth, he is still on his waterfowl farm, though now, with his sons grown and away from home—one is with the U.S. Engineers in Thailand, the other is doing graduate work at Harvard—he has given up the plucking and raising business. He tutors math in the neighborhood; his wife is the principal of a nearby elementary school. According to Harold U. Ribalow, in the *Times* of October 25, 1964, Henry Roth at age fifty-seven is writing again. Whether he will actually publish something new remains to be seen—and hoped for.

As for the re-emergence of *Call It Sleep*, Henry Roth's reaction is one of puzzlement. When Avon Books called him with ecstatic news of his page one coup in *The New York Times Book Review*, all he could say was, "Why?"

—HASKEL FRANKEL.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

European Literary Scene

The week's mail brought from Spain a slim volume of Basque tales (*Cuentos vascos*) by the late Pio Baroja (1872-1956). These stories make an eloquent rejoinder to the Spanish writer Jacinto Grau, who found Baroja an "adulterated Basque," lacking in rapture and passion. A reading of these stories, rich in Basque idiom and custom, fills one with a longing to board a ship to Vigo.

With his trilogies of "men of action" at loose in an anarchical century Baroja, physician turned novelist, pleased generations growing out of that Hispanic complacency which lost Cuba and the Philippines. They won him acclaim for his originality in a country of conventional novelists. Shortly before Baroja's death Bruce Wardropper and I spent a Sunday afternoon at his home behind the Ritz in Madrid. Faithfully coifed in a Basque beret, the old man talked unhappily of the state of writing under the Franco regime, of the governmental campaign against regional speech, and of his concern that those in power were intent upon preventing the reprinting of his works, forcing him into oblivion.

It now appears that Ediciones Minotauro of Madrid intends to rescue him from this oblivion. Such is also the intention of the literary journals. The latest *Indice* to arrive from Madrid carries a homage to Baroja as "the best contemporary novelist" and one who, were he writing in a language other than Spanish, "would be one of the most widely read in the world." Just before Baroja died, as you may remember, Hemingway paid the bedridden author a visit. Photographs taken at the time show the American almost as white-bearded as his mentor. Hemingway announced that he owed more to Baroja than to any other current writer, a splendid tribute from one who has himself influenced the European novel from Scandinavia to Italy.

Baroja appreciated the tribute, but he was too modest to accept it. In an inscribed volume of his *Memoirs*, which he had sent me a few weeks earlier, the old Basque declared in print: "I don't think that in my books there is any extravagance of ideas or techniques. In present-day literature, especially that of England and the United States, there are many authors whose works resemble mine. I make no claim that they have read or imitated me, but that they have followed a trajectory similar to mine. Huxley, Maugham, Hemingway, and

—*From Indice, Madrid.*

Pio Baroja—a similar trajectory.

Dos Passos resemble me in their subject matter and manner. All of which means that my tendency is neither absurd nor unusual, but rather something borne along on the current of the age."

Perhaps the completion of the film *Zorba the Greek* will bring the late Nikos Kazantzakis a new popularity. Kazantzakis was especially fascinated with the figures of Prometheus, Odysseus, and Christ. He dealt with Christ in four works, usually in such an unorthodox way that at least one, *The Last Temptation of Christ*, is on the Index. One thinks, for example, of Christ's compassionate words to Judas, pitying that apostle for being the elected agent who must effect the betrayal needed to set the stage for the martyrdom of God's son.

The French critic Renaud de Jouvenal tells of an incident that further attests to his friend Kazantzakis's preoccupation with the Christ figure. It is a parable related by Nikos, pitting Christ against Freud (are we the first to put it into English?):

> A young man lived in Nazareth—idealistic, exalted, a vegetarian, a pacifist—as those people are wont to be. He never touched women and wanted to save the world. There are so many unbalanced and neuropathic people, as they say today. In brief he wanted to be the Messiah, no more or less. His mother wanted to get him married off, which only made him more furious. Finally they got him to see a consultant-rabbi, a psychoanalyst *avant la lettre*. He submitted himself to the well-known round of questioning. You know how those analysts are! I once went to see one at work in Vienna. He absolutely insisted on analyzing me. I told him that I see birds in dreams.
>
> "To the right or the left?" he asked worriedly.
>
> "To the right, I believe," I replied to him.
>
> He was delighted. [Here Kazantzakis burst out laughing.] To get back to our young man, the rabbi exorcized him, that is to say, he rid him of his ideas. He made a bourgeois out of him, and the Nazarene became the best cabinet-maker in the village. He even had a specialty: he made crucifixes, perfect crosses on which they crucified those who revolted against the Romans.

Sequel: Having written recently here of Sartre's comments on Alain Robbe-Grillet, including his reproach that this New Novelist should be more conscious of the existence of underprivileged nations like Guinée, I have since had occasion at New York University to ask Robbe-Grillet if he had answered Sartre. The novelist said that he had not, and granted us the right to print the following riposte. Not only has Robbe-Grillet devoted himself as an agricultural engineer to the betterment of Guinée (in 1949-50) but of other countries a long way from Marienbad, including Morocco, Martinique, and Guadeloupe. Working on paragovernmental assignments for the Institut des Fruits et Agrumes Coloniaux, this "accomplice of the privileged classes" (Sartre's epithet for him) would seem to have brought to the underdeveloped peoples fruits more solid than those of existentialism.

Germany winced under several of Thomas Mann's verbal spankings (*Achtung, Europa! Vom kommenden Sieg*) during his expatriation, and listened uncomfortably to his broadcasts (*Deutsche Hörer!*). However, the reconciliation that started with the 1949 revalidation of his Bonn honorary doctorate has now come full circle. A bulky second volume of his letters (*Briefe, 1937-47*) has just appeared in Frankfurt under the care of his daughter, Erika Mann. This was precisely the decade of greatest storm and stress in his life, and whereas there is much information on the genesis and elaboration of his books, even more ar-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

resting are the letters to personalities involved in the issues of those bellicose days: Einstein, Freud, Franklin Roosevelt, and Niebuhr, for example. Further intelligence on his literary relationships is afforded by letters to Karel Capek, the unhappy Stefan Zweig, Feuchtwanger, Jules Romains, and his fellow Nobel Prize-winner Hermann Hesse. By the way, Princeton University, aware of the fecundity and quality of Mann's literary production as exile in Mercer County and in California, within the last fortnight ceremoniously unveiled a plaque to its distinguished wartime guest.

—Robert J. Clements.

A Believer in God and Literature

Dramatic Personages, *by Denis de Rougemont, translated from the French by Richard Howard (Holt, Rinehart & Winston. 170 pp. $4.50), seeks "the man in the works" of a disparate assortment of writers and philosophers. Thomas Bishop is a professor of contemporary French literature in the New York University Graduate School.*

By THOMAS BISHOP

ONE OF the more imaginative critical thinkers of our time, Denis de Rougemont is very much a man of his era. This Swiss-born French writer confronts the world as a Christian and a European, a witness to his age, a firm believer in engaged literature. In his works he likes to come to grips with great issues and movements, with which he always deals in an intellectually probing manner. His *Love in the Western World* was an admirable study wherein he brilliantly linked love, for Western man, to the concept of death and to a search for an absolute. In *The Christian Opportunity* he applied his insight to a vast panorama of contemporary concepts, displaying what several critics have termed a Catholic perspective or imagination and a Protestant conscience.

In *Dramatic Personages* de Rougemont again offers the reader his wide erudition and broad frame of reference in a series of essays dealing with a strange assortment of writers and philosophers: Goethe, Kierkegaard, Kafka, Luther, Calvin, Gide, and T. E. Lawrence. But if these essays stimulate, they do not fully satisfy, for they are uneven both as a grouping and within their individual structures. De Rougemont seeks the man in his works by concentrating on his "creative tension." Not only would many question the validity of this pursuit, but, more important for *Dramatic Personages,* the author does not consistently adhere to his goal of linking the two elements. Moreover, the Christian prism of his outlook becomes at times oppressive in its stress on imaginary or at best speculative values in certain writers to the detriment of their more obvious and more important non-Christian essence.

Thus, for instance, de Rougemont's chapter on Kafka underlines his "religious intentions and the *quest,* at least, for a theology," without clarifying the prophetic meaning of his novels for a generation of writers concerned with the absurd and for whom Kafka has had incalculable significance.

The essay on Kierkegaard points up de Rougemont's strength as well as his weakness. Given the fact that these particular pages were written in 1934, one stands in awe of his intuition when he writes: "No one today can measure the development promised to Kierkegaard's influence on our age, which rediscovers him after a century of obscurity"; and yet, in the ensuing (often confusing) discussion of the Dane's philosophy, de Rougemont fails to anticipate what facets of his thought were to help produce the atheistic existentialism of Jean-Paul Sartre.

The most convincing segment of *Dramatic Personages* is the brief one devoted to Calvin. In a few impassioned, lucid pages, de Rougemont situates Calvin as an engaged philosopher, the influence of whose writings surpassed that of all other committed literature. He is also insightful with respect to Lawrence, and here succeeds in relating meaningfully, if not too originally, the life and the work. Unfortunately, however, de Rougemont further attempts to link Lawrence and Saint-Exupéry. It is a fruitless analogy because, whereas Lawrence stands out essentially as a man of action who wrote about his experiences, Saint-Exupéry was a writer whose need for action is reflected in his books. Strangely, after stating his case de Rougemont admits in a footnote this basic difference between the two men and thus himself destroys the cogency of his argument.

De Rougemont's thought and language are always complex; they present constant challenges to the reader and must have made great demands on the excellent translator, Richard Howard. It would have been preferable had this complexity of thought been channeled in more clearly related essays and expressed in more straightforward language. There is no intrinsic merit in obscurity.

Dramatic Personages was published in France as *Les Personnes du drame* in 1947, but almost all the essays—the author calls them "spiritual exercises"—date from the 1930s. The present edition will give the American reader only limited new literary insights; it does, however, reveal another aspect of one of Europe's most probing Christian intellectuals.

(*Book reviews continue on page* 43)

Your Literary I.Q.

Conducted by John T. Winterich and Yetta Arenstein

HEADS AND TAILS

Fannie Gross of Asheville, North Carolina, presents a dozen three-letter words and invites you to make five letter words out of them by placing a letter before and after each one. Example: HIM becomes CHIME. Plurals are not acceptable. Answers on page 46.

1. BUS
2. HIT
3. LEG
4. NAP
5. ROB
6. NOW
7. RED
8. PAT
9. HOW
10. CAN
11. ROD
12. WAS

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

MUSIC TO MY EARS

Dallapiccola in Retrospect—Opera Bazaar

ONE OF the determinative factors of genius is the faculty of being born at the right time to flourish to the fullest, as, for example, Ludwig van Beethoven was, and, for another example, Dimitri Shostakovitch wasn't. Luigi Dallapiccola should have the most productive years of his creative life still ahead of him, but to judge from the program of his works presented on two recent evenings in the valuable series of the Festival Orchestra, he and the times are not in the happiest of concord.

Had Dallapiccola been born into a time with a settled musical vocabulary he might well, by his present age of sixty, have added substantially to the abundant literature of his native Italy. He has the endowment, he has the impulse, and he certainly shows the application that produces finished craftsmanship. However, having been born into a time of experiment and tonal uncertainty, he has spent a good part of his productive life attempting to master a *métier* that will satisfy both the exigencies of the time and the nature of his own gifts—without, so far as present evidence suggests, having quite achieved the fusion.

The program was something like a painter's retrospective show, taking in early efforts, such as the *Divertimento in quattro esercizi* of 1934 and the *Musica per trè pianoforti* of 1935, the middle ground of the *Saffo* excerpts, the *Anacreonte* lyrics, and a part of *Canti di prigionia* (all written between 1939 and 1945), and the *Parole di San Paolo*, which are so new that they were just introduced to the world at the Coolidge Festival in the Library of Congress. In the early instances, the composer might as well have been named DallaPoulenc, and in the middle, DallaSchönberg—which left one wondering just where the true Dallapiccola might be located.

If there was a consistent thread, it was to be found in the vocal line, which, even in the recent *Parole*, has a sinuous curve and a clinging relationship to the text (it is, evidently, the assumption of the concert-givers that the words of St. Paul are so well known that they did not need to be printed in the program). Aside from some awkward skips apparently inseparable from even an Italianate application of the serial method, it is prevailingly well written for the mezzo voice. On this occasion it was the insinuatingly beautiful one of Nancy Williams.

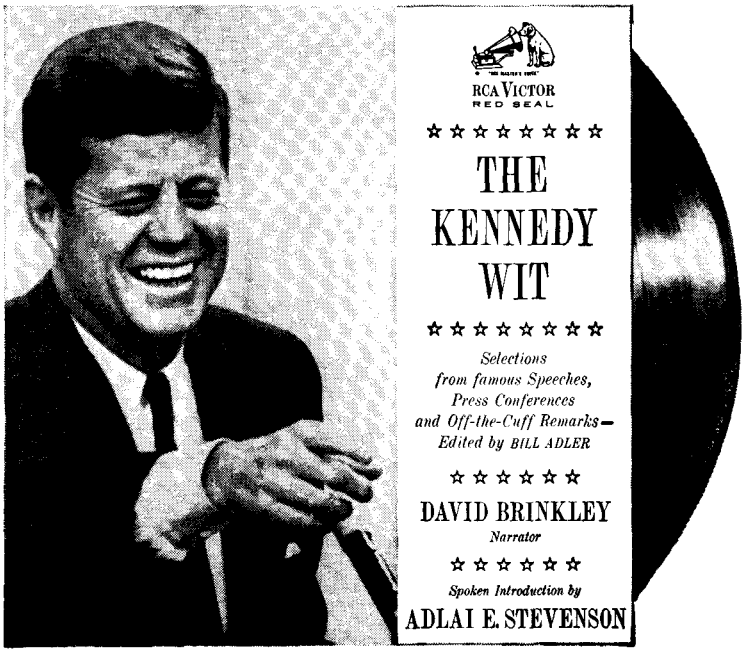
But while this was making one kind of aural appeal, the instrumental elements (piano-celesta, marimba, woodwinds, etc.) were going off on a direction of their own, with rasps and buzzings, interjections and exclamations that, on this first hearing, sounded like part of another mood altogether. Doubtless there is a cogent, if visual, relationship between the main elements of the vocal line and the chordal structure derived from it, but it did not penetrate to the ear. One could only imagine the order of results that might accrue had Dallapiccola not been responsive to the need to prove his "identity" with a going esthetic credo. In my hearing of the composite values of his works—which remain rather more than the demonstrated sum of any particular work—Dallapiccola's gifts are superior to any established credo, and we can only hope that he, too, comes to this conclusion while there is still time. The performances were all of the kind that suggested complete devotion to the composer's purpose; and, as he participated in the performance as well as the preparation of the program, it may be assumed they were faithful to his desires. Adele Addison, who serves the centuries as well as she serves any particular personality, made a contribution of her own to the four works in which she was the soprano.

An English Ochs, a French Scarpia, a Yugoslavian Otello and Desdemona were among the more bizarre—or is it bazaar?—attractions of a Metropolitan Opera week in works of Strauss, Puccini, and Verdi. Among them, the most suitable by far was Gabriel Bacquier's first Scarpia, which put another plus beside the name of this able artist who made his debut as the High Priest in *Samson*. He has, in the first instance, had the good judgment to look to Tito Gobbi for his model; or, at least, that was the aspect presented by his handsomely aristocratic, definitely sadistic facial mask. His bearing, as well, was compounded of the suavest of manners, in a Gallic refinement of Roman depravity. It was good to hear that Bacquier commands the volume required for Metropolitan acceptability and knows how to apply it to minimize its lack of luster or ringing sonority. In all, it will be a pleasure to become better acquainted with such an attractively repulsive villain. Leonie Rysanek had a somewhat better evening, vocally than she did at her first Tosca, but her production still shows more disadvantage than advantage for Puccini's vocal line.

Had some of the performers in the

(Continued on page 52)

THE KENNEDY WIT
NOW AVAILABLE ON RECORD



RCA VICTOR
The most trusted name in sound

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Editorial

Continued from page 24

sets a Russian more than the specter of a remilitarized Germany.

It seems clear that Soviet leaders at this point felt they were faced with the collapse of the main features of the Khrushchev policy. Disarmament negotiations with the U.S. had been at a standstill for months. The domestic economy, both industrial and agricultural, was lagging. The ideological differences with China were rapidly developing into a grave national confrontation. Communist parties all over the world were splitting up. The policy of coexistence was being exploited by the West to Russian disadvantage; or so it appeared. Finally, Germany was coming close to nuclear capability. Khrushchevism hadn't worked—or so the Soviet leaders thought. He was through.

The implications for the American and Russian peoples and, in the larger sense, for the world's peoples are somber indeed. For the Russian people, the effect will be fewer goods in the stores and higher prices, a little less room for the circulation of ideas, and less breathing space for probing artists and writers. For the Americans, the effect will be increased tension and strain that comes from greater uncertainty about the men whose fingers possess shattering nuclear power. And for the world, it means less hope and more dread.

What makes the total situation both ironic and tragic is that the Russians miscalculated the U.S. position. Despite apparent lack of progress at the Geneva Arms negotiations, the U.S. was genuinely seeking a way to end the arms race and prevent the proliferation of nuclear weapons. And the Johnson Administration had quietly decided not to push the Multi-Lateral Force project. Finally the report about maintaining the arms race because of its impact on the Soviet economy may have had partial validity four or five years ago, but it has no sanction today in the highest councils of the U.S. Government. To the extent, therefore, that these developments figured in the final decision to jettison the Khrushchev policies, the decision was poorly founded. At this point it is difficult to know what the U.S. could do or say to forestall the threat of unity or even a détente in the Communist world. But at least we have learned—as we ought to have learned many times before—the importance of full communication. Mistaken evaluations or miscalculations in a nuclear age are lethal. Government today ought to be concerned not just with the formation of policy but with the clarification of policy in such a way that all may understand. —N.C.

"Splendid! And I understand the coin shortage will get worse before it gets better."

HIGHER EDUCATION IS EVERYBODY'S BUSINESS

One of our national assets is our supply of highly educated people. From these ranks come America's leaders.

But higher education is *everybody's* business. The caliber of our leaders and the quality of our ideas govern our progress in science, industry, living standards and world affairs.

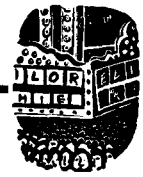
Today higher education is facing a crucial test. There are college shortages and, even now, some colleges are overcrowded. In ten years applicants will double.

It would be a sad outcome if America should fall behind because it had been negligent in developing ideas and leaders! College is America's best friend. So give to the college of your choice—help it to further America's future.

If you want to know what the college crisis means to you, write for a free booklet to: HIGHER EDUCATION, Box 36, Times Square Station, New York 36, N.Y.

Published as a public service in cooperation with The Advertising Council and the Council for Financial Aid to Education.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



SR GOES TO THE MOVIES

The Sour Smell of Failure

SEVERAL of what looked in advance to be the most promising of the new season's films have turned out to be the most disappointing. There is, for instance, *The Soft Skin*, a work of the talented Francois Truffaut, and we find it yet another story of adultery, one that is hardly redeemed by a garish ending in which the outraged wife ends her husband's life with a blast from a shotgun. Truffaut is more doggedly serious about the subject than most Frenchmen who have treated it in the past, as though a realistic tone and sensitivity in delving into the relationships would reveal something new and meaningful. He has, unfortunately, not revealed very much that seems new, but he has, oddly enough, not lessened thereby the prevailing faith in his ability.

This is because of the evident sincerity and skill with which he unfolds a soggy, even banal story. The middle-aged French professor played by Jean Desailly is not at all a caricature. He has fallen for a pretty, young, and essentially shallow airline stewardess, and, carried away by an onsurge of emotions, he first makes her his mistress and then plans to marry her. Several scenes are good, if conventional. One has him going to Lyons for a lecture and planning to have the off-duty stewardess join him there, but friends and colleagues help turn the adventure into a nightmare. While Truffaut struggles for poignance, though, what comes out is one more demonstration of the futility of illicit sexual behavior, and it almost seems as though he is sermonizing for puritanism in this age of jet travel. The inchoate emotions of the stewardess (Françoise Dorleac) are given more attention than those of the wife, a serious lack in view of her flamboyant way of resolving the problem.

The redoubtable Ingmar Bergman has come a cropper, too, with *All Those Women*, his first film in color, and purportedly a comedy. But woefully unfunny is the stylized farce in which a music critic attempts a biographical invasion of a great cellist's life. The master cellist is surrounded by a brood of women, including a present wife and present and past mistresses, each of whom the critic covets and attempts to seduce while spying on the musician's daily activities. (These activities include the playing of some rasping music, which is one of the jokes, I guess.) Karl Julle's critic is a mincing fop, and Bergman sees to it that he makes a constant fool of himself, something that several of the Swedish film critics have taken as a personal attack on their integrity. The whole thing seems dreadfully intramural. What can be safely said is that the film is annoyingly arch and self-conscious, and the pleasant, pastel colors are of little help in making it agreeable.

Nor will British director Jack Clayton's reputation be inflated by *The Pumpkin Eater* (from Penelope Mortimer's novel of a woman whose world of marriage, child-bearing, and child-rearing is sadly out of tune with the realities she refuses to recognize). Anne Bancroft is the woman, and Peter Finch is her latest husband. The casting would seem to bode well, but the zealous artiness with which Clayton interprets an unnecessarily obscure script by Harold Pinter very soon mutes the performances. There is a considerable amount of closing-up on Miss Bancroft's sadly brooding features, but just when it seems she is about to achieve some eloquence the camera, as though fearful of revealing the obvious, switches its attention elsewhere. Peter Finch is almost entirely buried by this technique, but James Mason, as an oily seducer, manages to rescue a few scenes.

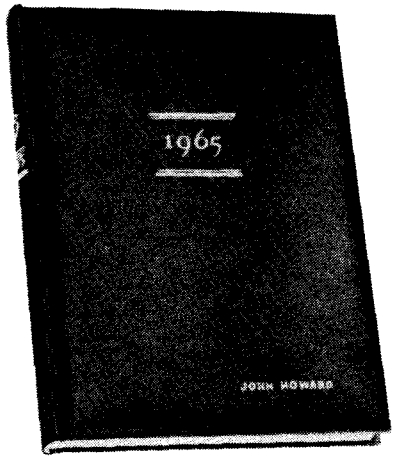
THERE is, however, almost nothing to relieve the sour smell of failure that permeates both *The Visit* and *Of Human Bondage*. The former is one of those 20th Century-Fox international packages that would seem to have had the wrong director (Bernhard Wicki), the wrong cast (Ingrid Bergman and Anthony Quinn in the two leads), and the wrong producer (Darryl F. Zanuck). The brilliant, baneful play has lost all of its quality in the screen translation by Ben Barzman, who has even tampered with the ending. But I suppose the project could have been assumed to be headed for disaster when the handsome, vital Miss Bergman was chosen to play a part written as an aged woman of vast riches and vast vengefulness. Naturally, she plays not the part but her age, and there is almost nothing more that can be said. On the other hand, Kim Novak as Mildred in *Of Human Bondage* does not sound a total impossibility, assuming that director Ken Hughes would be able to extract a performance. He tries, she tries, and that's about it. But Laurence Harvey isn't much good, either, as Philip Carey. And as for the script, it skims over the novel as if to get the job done as quickly as possible. Now done, it can be quickly forgotten. —HOLLIS ALPERT.

America's Outstanding Executive Aid

THE

Saturday Review

EXECUTIVE DESK DIARY



Adds minutes to your day and can help you be more effective in 1965. Just rely on this "perfect" assistant —

- for Orderly Appointment Schedules — a 14-month diary section with each Week-in-View® on a double spread.
- for Facts at your Fingertips — a 63-page almanac-encyclopedia crammed with useful facts about the U.S.A., communications, the world and daily living.
- for Personal Records — a section for weekly expenses and personal data.

Each 10 x 15¼ double spread provides ample room for appointments and notes, and a 14 month — plus the current month's — calendar. Bound in a rich padded genuine leather cover in black, antiqued red or ginger @ $13.50 or in a lovely leatherlike tan ostrich, black or red morocco grain @ $7.50.
Imprint: full name or initials 50¢.

A truly indispensable and highly habit forming daily diary — once a user, always a user. As a gift it is universally applicable for home, office or travel.

QUANTITY REQUIREMENTS

Consider this prestige item for year end giving. Simply write on Company letterhead to get price schedule and learn more on how this fine book can benefit your firm.

Distinctive® Diaries LTD.

110 East Third Street • Mount Vernon, New York 10550 • 914 MO 8-5115

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Teenageling

IN AMERICA'S steadily emerging repertory theater movement, the hope is for more daring and venturousness rather than merely for a modest competence. Thus one tries to find some virtue in the Lincoln Center Repertory Theater's first production of its second season at the ANTA-Washington Square Theater. For in his selection of Middleton and Rowley's rarely performed *The Changeling*, director Elia Kazan has given his and his company's talent an enormous challenge. Not only does the play represent the renowned director's first attempt to grapple with the special values and the vocal artificiality that go with Shakespeare and other classical writers, but it also marks the beginning of a trial-and-error search for a distinctly American way to approach these old plays.

For Mr. Kazan this American way would seem to lie in finding a modern authenticity in the play's events, rather than in the conventional method of re-creating the conditions of another period in which those events were credible. And *The Changeling*, a 1624 British view of a violent and strict Spanish code of behavior, does contain a number of modern correlatives. There is the realistic and grotesque world of the madhouse, which a "changeling" is willing to enter in order to gain the favors of the elderly keeper's young wife. There is the fascinating character, De Flores, a physically unhandsome man who pierces the corruption around him by a strange love affair with the beautiful daughter of the nobleman he serves. And there is an emphasis on the absurdity of equating virginity with honor.

These aspects of the play have been caught in this production. For that very reason, however, the larger part of the play is made meaningless, and many of the performances seem incredibly inept. How can one help but find ludicrous a setting that reminds one of a miniature golf course and that features an omnipresent Pullman berth that is used as if the play were a bedroom farce? How can one not find silly the antics of the jack-in-the-box madmen? And how can any dramatic tension exist when the play's heroine, the anguished Beatrice, speaks with the breathy innocence of an untutored schoolgirl?

Here, perhaps, is the crux of the problem. Barbara Loden, who last season gave an excellent performance as the externally naïve but instinctively wise Maggie in *After the Fall*, does not even reflect an understanding of Beatrice's inner tragedy. But beyond this, one must question Mr. Kazan's choice of the empty word-by-word delivery he appears deliberately to have encouraged. Wouldn't it have been possible for Miss Loden and others in this company to improve their speaking skills over the summer in preparation for *The Changeling*? Or does Mr. Kazan feel that vocal elegance is inconsonant with American expression?

While one respects the director for his stubborn faith in his own judgment in defiance of convention, this production lacks even the interest that might have been provided by the full development of a misguided notion. Perhaps Mr. Kazan should follow Brecht's example of rewriting old plays to make them meaningful and entertaining in his own way, instead of giving a public exhibition of his unwillingness to fulfil the old play and its original values.

While one can also quarrel with the American Place Theater's first public effort, a staging of poet Robert Lowell's *The Old Glory*, it does defy convention in a more distinctive way. Here, in this renovated West 46th Street church, director Jonathan Miller has concentrated on achieving the philosophical and artistic values in two playlets related to the American Revolution.

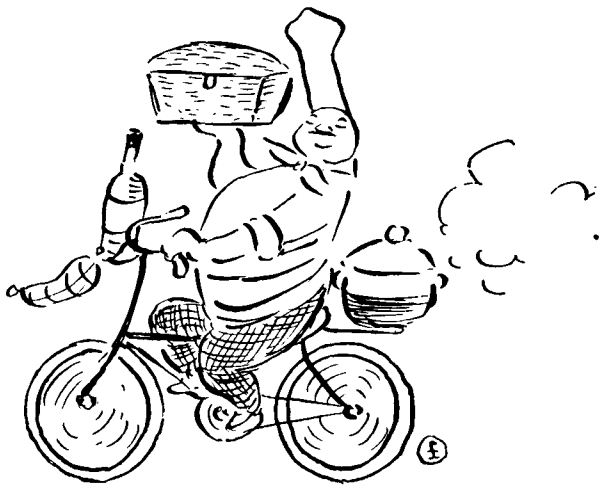
In *My Kinsman, Major Molineux*, the pre-Revolutionary rage of oppressed Bostonians is described in the manner of two-dimensional paintings of the period. Poetically it states but does not resolve some of the contradictions that attended Colonel Greenough's rebellion against British authority.

More dramatic is the longer *Benito Cereno*, a free adaptation of Herman Melville's short novel. The play makes many changes in the original, with the apparent intent of demonstrating how a country born of the insistence that every man live in dignity and freedom could find itself self-righteously crushing a Negro slave crew's rebellion against its cruel South American masters. It is well acted, particularly by Lester Rawlins as the proud Yankee sea captain, and by Roscoe Lee Browne, who portrays the attentive slave with mock relish.

If the evening seems unnecessarily attenuated and unclearly focused, it is at least unified in style and high in quality.

—HENRY HEWES.

Vineyards Est. 1852



Your simplest meal becomes an occasion with Almadén's delightfully spicy Gewürztraminer. Tantalizing flavor and rich bouquet characterize this fine varietal wine made exclusively from the delicate Gewürztraminer grape, grown by Almadén at its famed Paicines vineyards in the cool coastal Gavilan Mountains of California.

ALMADÉN
California's Premier Wines
MOUNTAIN GROWN

For our free "News from the Vineyards," write us at P.O. Box 906-G5, Los Gatos, California.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

To Bagelville and Beyond

WE HAVE been carrying on a good deal lately on the matter of taste in America (see *SR*, Oct. 24), not to mention the condition of the country's palate. The palate was found to be in relatively good condition, and while steaks and chops and hamburgers are still the national favorites, tastes are becoming more educated and more sophisticated with every dawning day.

The interesting thing about this nation, which is largely supposed, especially in frosty European circles, to be unpossessed of any epicurean culture at all, is that its regions produce regional fare, much as one can find steak *alla pizzaiola* in Naples and *riso alla Milanese* in Milan. Only the other day, when we happened to be in Miami Beach, we opened the breakfast menu and stood agape and aghast among such items as baked herring with onions, lox on bagel, cream cheese on a bagel, Nova Scotia on a bagel, Nova Scotia and cream cheese on a bagel, lox and cream cheese on a bagel, and sturgeon and cream cheese on a bagel.

Since I happened to be in attendance at the World Travel Congress of the American Society of Travel Agents, a group that had attracted Scots in the kilt, Indians in the sari, and Bermudians in the short to the far shores of Florida, I wondered just what problems the foreigners, yea, even my own countrymen from other parts of the nation, were having with the menu. I mean, who knows, the first time abroad in North Carolina, what they are talking about when they ask for fat back and grits?

We sat down and had a long talk with Lester Paley, the banquet manager of the Fontainebleau Hotel, and another with Sol Geltman, an alumnus of many Miami Beach hotels who is now managing director of El San Juan in Puerto Rico, which is just outside the bagel belt, and we have come up with a working lexicon that will function as an epicurean guide to anyone adrift in these latitudes during the frosty season ahead.

To get matters straightened away, Mr. Paley told us, it must be borne in mind that lox is salmon that is salted. It is probably, you should pardon the indelicate expression, domestic. It costs about $2.75 a pound and can be considered, therefore, the bologna of the salmon world. It is a big seller in Miami Beach starting in July when the rates go down and the budget element arrives. (Element, a word popular in bagel and borsht circles, means "type" or "class" of clientele, as in, "They get a tacky element.")

Lox, spelled various other ways—notably in Scandinavia, which calls it *laks* (Denmark) and *lax* (Sweden)—is not to be confused, but often is, with Nova, a contraction for Nova Scotia. As you can deduce, Nova is salmon that comes from Nova Scotia and is, therefore, expensive because it is a) imported, b) unsalted, and c) a favorite with the wealthy element. (In rarefied circles, Pavillon and the Four Seasons for instance, it is very *smottay*—as they say in Nova and lox circles—to order salmon that comes not from Nova Scotia but from the original wellspring, Scotland itself. Nova on a bagel is a heavy Miami seller in the middle of the winter when seaside rooms are renting at $50 a day. Nova costs almost twice as much a pound as lox, but is not nearly as expensive as sturgeon. Sturgeon on a bagel at the famed Miami Beach snack shop called Wolfie's costs $1.15, whereas Nova on a bagel is sixty-five cents and lox on a bagel comes to forty cents.

It is considered very huppety-puppety, at the Fontainebleau, and perhaps at the even more elegant Eden Roc next door, to order Nova on an English muffin. But this is part of the *nouvelle vogue*, a new chic. A bagel and lox could be eaten with a glass of tea, but Nova on an English muffin with a *cup* of tea only, pinky preferably lifted.

THERE are other things to do with salmon besides pave bagels with them. For that matter, paving a bagel is considered somewhat redundant because certain schools consider that bagels are in the pavement family anyway.

The Fontainebleau's Chez Bon Bon, a helluva name for a place that puts baked herring and onions on the breakfast menu, also serves lox or Nova as a side order with eggs—instead of bacon—and even mixes minced lox with eggs. René Black, the delightful master of cuisine who held forth at the Waldorf-Astoria for years and then moved south to the Fontainebleau, used to shudder at the mixture. "Who am I to tell them," he said, his moustache aquiver, "that eggs mustn't smell"—here he paused and closed his eyes—"of fish."

Wolfie's, as the paragon of Miami Beach delicatessens, along with an establishment called Pumpernik's, also serves pickled lox (with cream sauce, pickled onions, cream cheese pats, jellies, assorted rolls and butter) and minced lox and onions with two "country fresh eggs." Any of these dishes could be served as well for lunch as breakfast, and will do nicely, depending upon one's digestion (bagels have been called, among many other things, an O'Henry dipped in cement), as a midnight snack. The Fontainebleau has effected a certain refinement of the whole thing, serving, for its large cocktail parties, a whole Nova which is sliced as needed and placed on a tartine, which is not, as one might suspect, a short, loose woman, but a sliver of bread.

In any case, the whole lore of lox, Nova, and sturgeon is said to have been brought to Delancey Street on New York's Lower East Side with the arriving immigrants, then moved to the East Bronx, to Brooklyn, and then, as it became part of the total American culture, into the resorts of the Catskills, and ultimately southward to Miami. Outposts exist in such places as Las Vegas, and in certain sections of Chicago, Los Angeles, and San Francisco as well.

The same lore of the table brought with it such standbys of culinary be-

The First War

By William Stafford

SOLDIERS wore puttees, then. That was
why so many died, were heroic—even
why they had the war. Their legs marching
(I was that high, a speculator about how
tall the world was) had that mysterious
spiral look. General Pershing had such
tight puttees that his wing pants didn't wrinkle
and his ouch face used a little mustache
to hide pain. After the war they had the Armistice,
unwound their puttees, and had legs again.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

If we let our Special Service people run EL AL, our planes would pick you up at your door.

Did you think that we'd just sell you an EL AL ticket and forget you?

You should know us better than that.

But in case you don't, be warned: EL AL hospitality is ferocious. And it begins long before your flight.

As soon as you buy your ticket, you come under the watchful eyes of Peggy, Barbara, Werner and Van, our Special Service team.

Their whole job is to go out of their way (and often out of their minds) to make sure that your trip goes smoothly even before it gets off the ground.

So if you live in or around New York, don't be surprised when your phone rings and it's EL AL's Special Service calling.

Feel free to ask questions. And be prepared to answer a few, too.

Do you know how much time to allow for getting to the airport? Would you like to sit near the window or on the aisle? Are you on a salt-free diet? Do you need the name of a pediatrician in Zurich? A coiffeur near your hotel in Paris? How to pack 3 suits in a 2-suiter? How much baggage is too much baggage? How to tell when your passport expires?

Ask away. And if our people don't know, *they'll* find out. (What do you care? It's our phone bill.)

By the way, if you don't live in New York, they'll track you down when you arrive. Just in case you want a tip on a good restaurant or the best show in town.

EL AL's Special Service people work hand in glove with your travel agent to take every last worry out of your trip.

And it doesn't cost a cent.

So why be an amateur worrier when you can get professionals to do it for absolutely nothing?

EL AL

EL AL Israel Airlines. New York, Cleveland, Philadelphia, Chicago, Beverly Hills, Detroit, Miami, Washington, Boston, San Francisco.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Largest operator of WORLD TOURS

AROUND THE WORLD with SITA

32nd Year

Ask Your Travel Agent

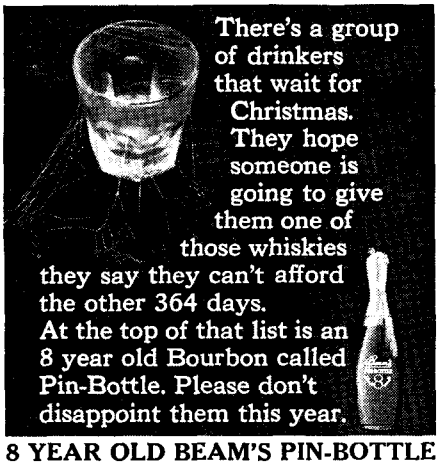
ROUND THE WORLD $2081
☐ 30-80 Days incl air. fr.
Weekly Departures. Fully Inclusive.
☐ EUROPE 22-80 Days $740
☐ ORIENT 20-30 Days $1588
☐ AFRICA 20-53 Days $1841
☐ SO.PACIFIC 12-65 Days $648
☐ HOLY LAND 22-24 Days $1297
☐ SO. AMER. 18-45 Days $1121
☐ HAWAII 8-15 Days $282
☐ MEXICO 15-18 Days $309
☐ STUDENT TOURS: Low-cost Adventure and Study Trips to "Everywhere". 66 Day European trips incl. steamer from $788.
----Check folders desired.----
Name
Address
City State

50 Rockefeller Plaza
Dept. R. New York 20

OCEAN REEF

The Complete
Oceanfront Club Community

1,300 tropical island acres directly on the Atlantic. 18-hole championship golf, tennis, world's finest fishing, private 3,000' airstrip, gourmet meals. New expanded facilities. For reservations or colorful brochure, write or phone today: **Box R, North Key Largo, Florida. Phone: North Key Largo No. "1".** From MIAMI: 15 minutes by air • 30 miles by boat one hour by car


There's a group of drinkers that wait for Christmas. They hope someone is going to give them one of those whiskies they say they can't afford the other 364 days. At the top of that list is an 8 year old Bourbon called Pin-Bottle. Please don't disappoint them this year.

8 YEAR OLD BEAM'S PIN-BOTTLE
KENTUCKY STRAIGHT BOURBON WHISKEY, 86.8 PROOF, JAMES B. BEAM DIST. CO., CLERMONT, KY.

THE BEAUTY AND LORE OF IRELAND...
come to you six times a year through IRELAND OF THE WELCOMES. This lively magazine is crammed with articles, stories and poems on the events, traditions, history, architecture and arts of Erin as seen through the perceptive, witty or scholarly eyes of Ireland's leading writers. Liberally illustrated with photographs and drawings. Two year subscription (postpaid), $3.00. And why not give some gift subscriptions? Subscribe now and receive a special bonus in the November/December issue: an insert of 18th Century woodcuts of Dublin Street Criers, suitable for framing. Send names, addresses, cheque or money order to Welcomes, Dept. SR 1121, Bord Failte, Baggot Street Bridge, Dublin, Ireland; or Irish Tourist Office, 33 E. 50th St., N.Y., N.Y. 10022.

havior as the pickle dish and the sauerkraut bowl, both of which are customarily placed on tables in Miami Beach resorts even if the customer orders nothing more than an ice cream soda. Paley thinks this is probably part of an old central European custom of ancient Jewry, but I recall seeing pickles and pickled tomatoes on sale in far-off Samarkand, the only other place I had ever seen a pickled tomato except for American delicatessens.

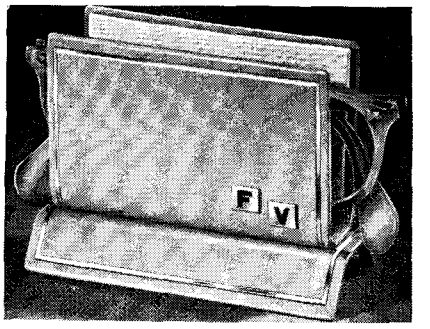
Besides baking Bismarck herrings and salting salmon, the South Florida cuisine also makes a point of smoking whitefish, a delicacy long popular in the delicatessens of the North. The smoking process turns the flesh of the fish to a pale pink and the skin to gold. It is a popular dish, served as a salad for lunch and sometimes proffered at breakfast. Despite the fact that it is as light as a verse by Harry Golden, it is never served at night.

Among the meats to be found under the Miami palmlands this winter, there is, first of all, pastrami, sometimes called Rumanian pastrami. During my times in Rumania I never recall seeing pastrami on a menu. Possibly it went during the Nazi purges. Pastrami is originally and natively a beef called *deckel* that is boiled, then buried in garlic and black pepper. Corned beef is marinated in barrels for two weeks.

There is also a lore to soups with which the visitor ought to be acquainted. More *recherché* types can order *schav*, served cold and popularly dismissed as sour grass soup. Actually, it is made from shallot shoots of the lily or onion family, which have a slight taste of garlic. But the big favorite is borsht. It is not the borsht of a Russian menu, which is usually a soup made of yesterday's old vegetables and a piece of meat left from last week but a blush-pink beet soup that looks like the latest Revlon creation and is served sometimes in a soup bowl with a boiled potato, but more smartly in a glass with a dollop of sour cream on top. To drink it is to ingest pure vitamins, and it can, for health's sake, be surpassed only by a bowl of sour cream with pot cheese and chopped raw vegetables mixed in, a great treat for warm-weather luncheons.

Sour cream is also used for a garnish on the blintz, a thin crêpe folded around something, usually a square of slightly sour cheese. Sometimes blueberries are dropped inside the cheese. For those who find themselves a hopeless mass of tableside indecision, the Fontainebleau serves a blue-plate solution that includes one cheese blintz, one blueberry blintz, and one potato pancake, a third cousin of the same family.

More dinners are boiled nightly during a Miami Beach winter than were ever simmered in lace-curtain Boston. A great favorite is boiled beef *flanken*



USEFUL LEATHER EYEGLASS REST
Spec-tacular spot to rest your specs in this "exclusively ours" Eyeglass Rest. Fine gold tooled leather covers the sturdy frame, while the padded moire lining absolutely prevents scratching. In Cardinal Red, Pink, Turf Tan, Black, Lt. Blue or Green, White, Ice-coffee. Gift-boxed.
Gold Initials, 25¢ per letter. (Add 25¢ postage) **2.99**
HERE'S HOW CO., INC. SR-21, 15 WEST 26 ST. NEW YORK, N.Y. 10010

The new Columbia Encyclopedia is an ideal Christmas present

In one volume

$49.50 at all bookstores

Introducing
TIGER MANN
Master of counterespionage. As dangerous as his name, he makes his deadly debut in **DAY OF THE GUNS**

by **MICKEY SPILLANE**

$3.50
E. P. DUTTON

THE AMERICAN JEW a reappraisal
EDITED BY OSCAR I. JANOWSKY

Who is the American Jew today?
What is he like—individually and collectively? Nineteen leading authorities present a deep analysis from many viewpoints: historical, cultural, spiritual, economic, sociological; comprising a portrait no thoughtful American may overlook. 486 pages; **$6**

At your bookseller's, or from:
JEWISH PUBLICATION SOCIETY
222 N. 15th St., Philadelphia 2, Pa.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

served in a pot that may also contain such surprises as fresh garden vegetables, noodles, and, for weighty measure, a matzoh ball. Chicken in the pot, which the French call *poule au pot*, must, to be respectable, include at least half a boiled, fresh-killed spring chicken, homemade noodles by the yard, fresh garden vegetables, and a matzoh ball, all swimming in a tank of fresh chicken broth.

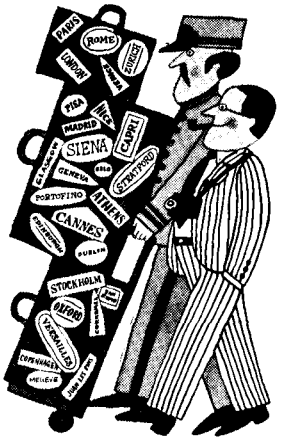
Of course, chicken broth can be served just by itself, along with a matzoh ball, a curative for all ills that has been served by Jewish mothers for centuries. It became such a sworn-by prescription that it is known in some quarters as Jewish penicillin, but the Jet Set when ordering it these days simply asks for consommé on the rocks.

If anyone would like to indulge in further research on bagels, I would refer him without hesitation to the gentlemen at El Al Israel Airlines, which has virtually founded a bagel institute. It not only publishes a booklet entitled *El Al Looks Into the Bagel*, but it also maintains archives of bagel jokes. There are more jokes about bagels than there are about mothers-in-law. It ought to be made public knowledge, in the interest of bagelology, that El Al will pay $100, presumably in American funds, to anyone who submits a bagel joke funny enough to be included in the next edition of the bagel booklet.

In their research on behalf of the bagel, El Al's historians went back to 1683 when the Turks stormed Vienna. The Viennese were aided by the Poles, and when the Turks were finally routed they left behind sacks of green coffee that the Viennese mistook for camel fodder. A Polish adventurer, who had participated in the defeat of the Turks and who knew their language, realized what the bag contained and asked to be given them as his reward. With the beans he founded the first Viennese coffeehouse, serving with his coffee a half-moon-shaped bread called a *kipfel*, later to be borrowed by Marie Antoinette and called a *croissant*. When the king of Poland came to Vienna following the rout of the Turks, the citizens were so grateful they clung to his stirrups. The *kipfel*-maker decided to change the shape of his rolls to a stirrup, a word which in German is *buegel*. Austrian Jews who later migrated to Galicia brought the bagel or buegel with them.

In New York there are thirty-six bakeries turning out a quarter of a million bagels a day, and triple that on weekends. Bagel bakers insist that without bagels fish peddlers would sell no lox. On its flights El Al serves Nova the way Air France ladles out *pâté de foie gras*, and when flying over Nova Scotia its pilots always dip their wings in respect.

—Horace Sutton.



Where do you think $54.00 DOWN will get you?

SPAIN, FOR A START . . .
on a sun-drenched fun-and-flamenco-filled Maharajah Holiday—15 days including 2 days each in London and Paris, with a whirl of sightseeing and entertainment. All expenses paid including air fare* only $534.

To prove that you don't have to amass a Maharajah's fortune before you can travel like one, AIR-INDIA now offers a beautifully simple "Fly Now—Pay Later" plan. Pay 10% down before you go... take up to 24 months to pay the rest at lowest rates. The all-inclusive cost of your Maharajah Holiday covers round-trip air fare*, hotels, meals, sightseeing, ground transportation—even baggage tips!

. . . OR SICILY, FOR A MERE $66 DOWN
Imagine such a modest sum sending you on your way to such lyrical cities as Palermo, Taormina, Agrigento, Naples and Nice, to name a few! A tour as vivid and varied as Sicily itself. Also included are a day's stopover in London and a full sightseeing program in Rome. Total cost—only $652.

BE MOROCCO-BOUND FOR ONLY $76 DOWN
Proving that glamour and budgets can go together, AIR-INDIA's Maharajah Holiday in Morocco takes you to Tangiers, Fez, Marrakech, Rabat and Gibraltar. This tour also includes a European bonus—two-and-a-half days in Paris and a day in London. Only $759, all expenses paid.

NOTE: For 21-day holidays, you can add a low cost 6-day extension tour to any of the above.

*Fares based on 21-day jet economy excursion rates. $35 additional for departures between Nov. 6, 1964 and Feb. 14, 1965.

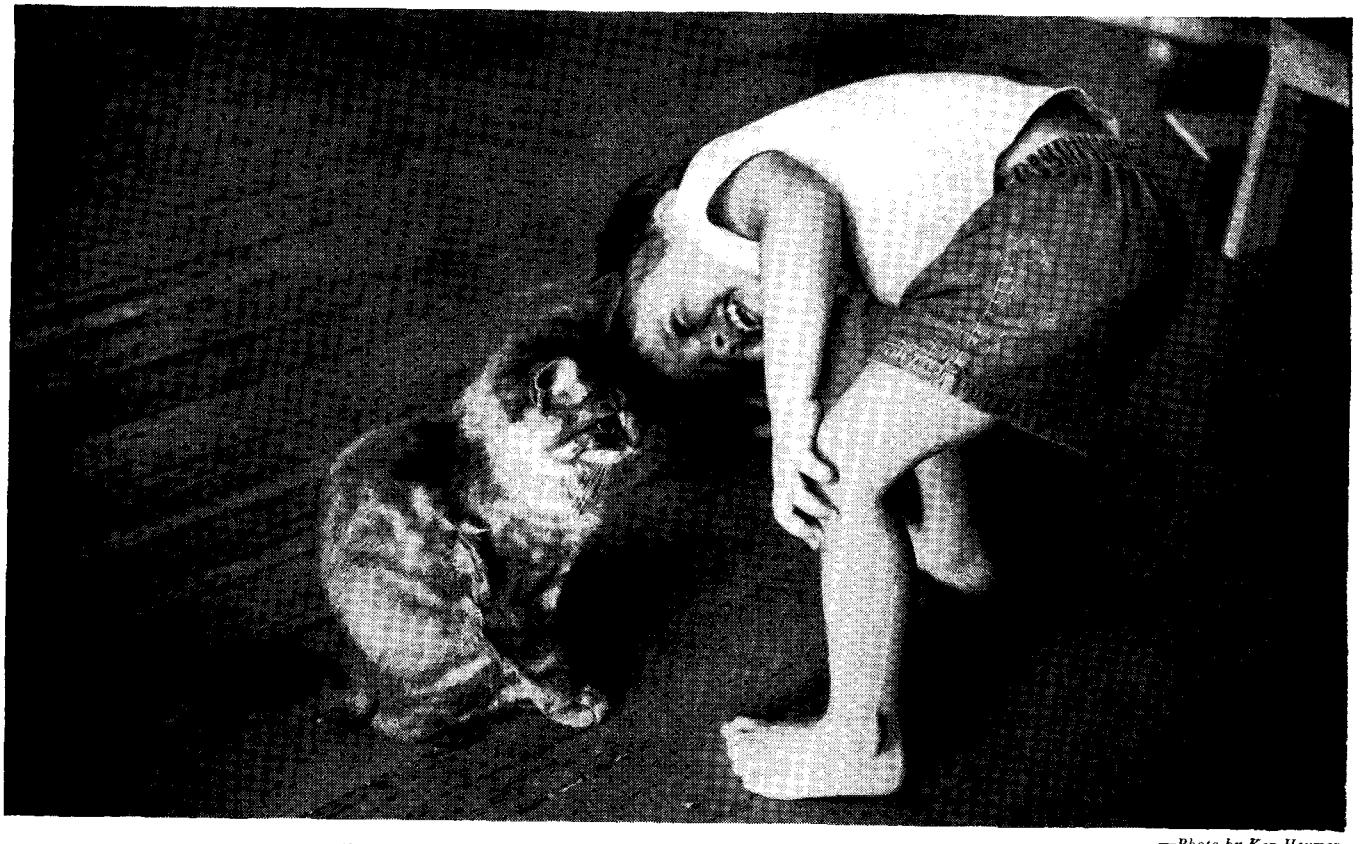
SR-23
AIR-INDIA
565 Fifth Avenue
New York, N. Y. 10017

I'd like more details...
Please send me free brochures giving complete itineraries on the following tours:

☐ Spain ☐ Morocco
☐ Sicily ☐ Europe

I plan to take my vacation_____ (month)
Name_____
Address_____
City_____
State_____ Zip Code_____
My Travel Agent is:_____

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



". . . new experiences with nature, animals and human beings." —*Photo by Ken Heyman.*

PICTURES TO READ BY

"A bold beginning . . . in a circle of welcoming love." —*Photo by Phoebe Dunn.*

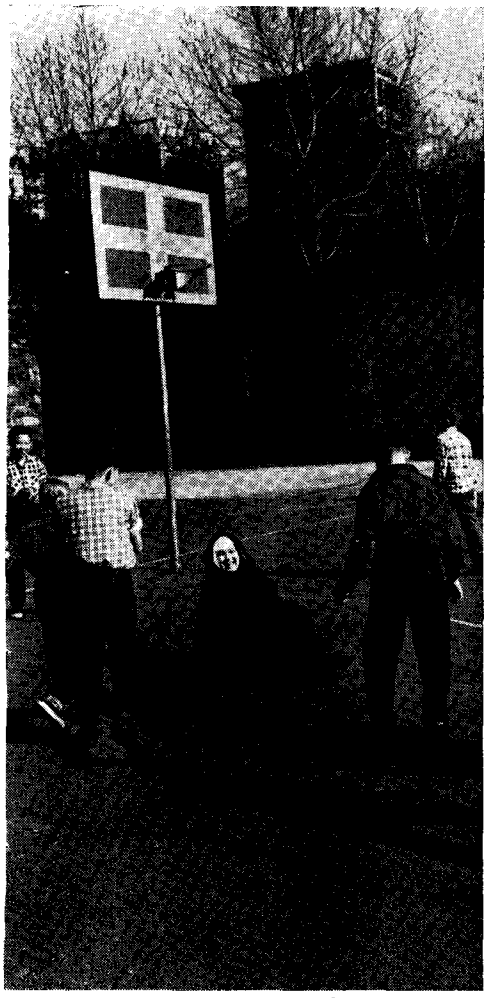
By MARGARET R. WEISS

SOME of the small special delights that come to a photography editor are not easy to describe or picture. Certainly one of these—perhaps the most pleasurable—is to see the camera at work humanizing an abstract theme, pinpointing the *who* and the *how* as the printed word provides the *why-and-wherefore*, each image adding a laminate of richer meaning and context to the idea to be communicated. And this is what one finds in the pages of *The Joy of Children* (John Day, $7.50).

Photographically, the book derives its contents from an exhibit, "These Are Our Children," first presented at the Golden Anniversary White House Conference on Children and Youth, and later circulated cross-country under the auspices of the voluntary committee established to carry out the goals charted by the Conference.

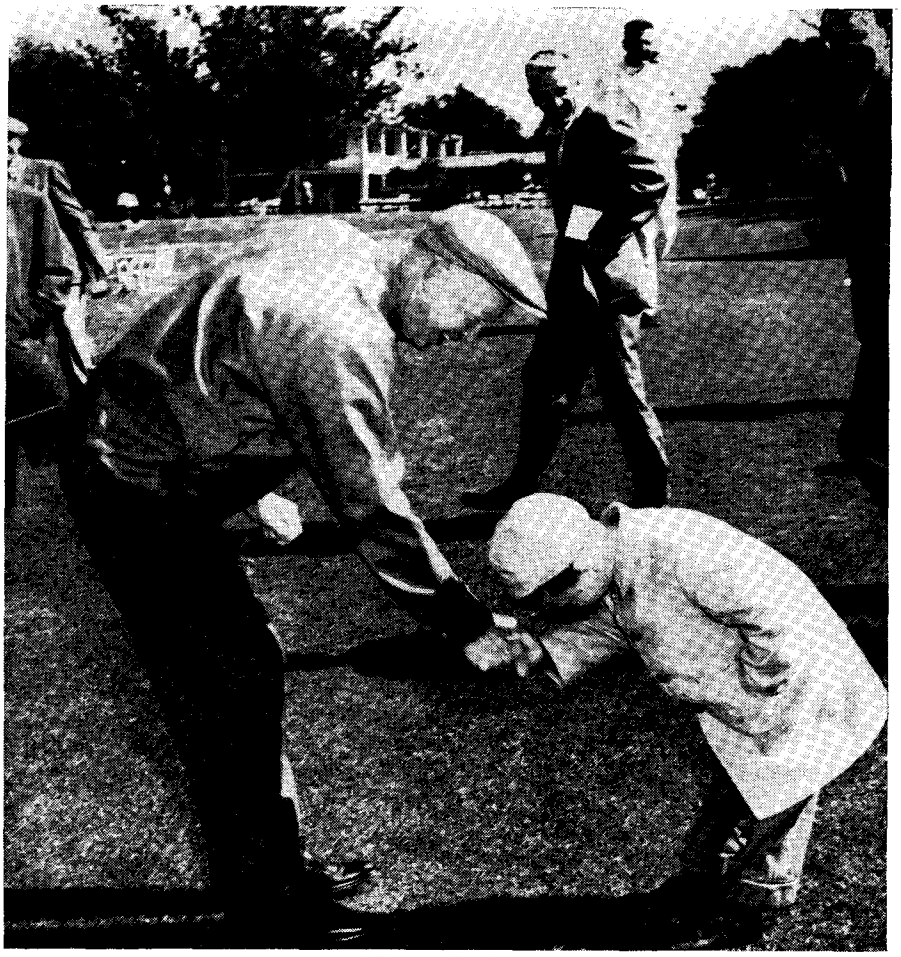
Examined individually and clinically, the 247 prints reveal a certain unevenness of quality, possibly an inescapable result of the diversity of their original sources and purposes. It takes a brave amateur camera or publicity quick-shot to dare match images with such percep-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



—*Look magazine photo.*

"Wherever children are, play must be . . . since through play they learn the lessons of life."



—*Photo of President Eisenhower and grandson David, by Frank Cancellare, UPI.*

"Children are personalities in their own right."

tive child-watchers as Phoebe Dunn, Ken Heyman, Wayne Miller, Suzanne Szasz, and other equally distinguished colleagues whose work is represented in the book.

But considered as "pictures to read by," as a collection of documentary illustrations, the photographs perform admirably in concert with Pearl S. Buck's moving commentary. The theme is one obviously close to her heart—a heart large and loving enough to have made part of her own family nine war orphans of assorted sizes, tongues, and skin tones.

As she studied the exhibit pictures, each group became a chapter, each chapter an article of a Bill of Rights for all children—the loved and the unloved, the wanted and the unwelcome. The book documents those rights along with their attendant responsibilities, without which no individual may realize his "full potential for a creative life in freedom and dignity." Pictures and text make clear, too, what happens when these rights are betrayed and responsibility abrogated: the indignities born of ignorance or indifference, the injustices that spell loneliness and terror, the con-

—*Look magazine photo.*

"To know how to do something well is to enjoy it."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

—Photo by David Linton.

"A child grows through wonder and curiosity and adventure . . ."

"Is there a greater delight than seeing the mind of a sightless child, a deaf child, begin to grow through communication?"

—Photo by L. Nodel, USIA. →

flicts that give rise to dropouts and delinquency.

Here especially we are in Miss Buck's debt for her explanation of a child's loss of self-respect. "The Chinese have a beautiful word for it. The face changes, they say, loses its joy, the lines droop, when the self receives a shock. *Din lien*, they call it, or 'face drooping.' One must do nothing to bring about this change, they say, for expression of the face is the outward manifestation of the inner being. 'Lose face' is the way we have sometimes translated the Chinese phrase into English—a wrong translation of words which declare with delicate precision that self-respect must never be destroyed by carelessness or cruelty, lest the inner being suffer irremediable damage."

One day last week the publisher of *The Joy of Children* commented, "We hope that the book will receive the prominence we believe it warrants." We share this hope.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Wars That Haunt Their History

The Kaiser and His Times, *by Michael Balfour (Houghton Mifflin. 524 pp. $6.95),* ***The Burden of Guilt: A Short History of Germany, 1914-1945,*** *by Hannah Vogt, translated from the German by Herbert Strauss (Oxford University Press. 318 pp. $6), and* ***This Germany: The Story Since the Third Reich,*** *by Rudolf Walter Leonhardt, translated and adapted from the German by Catherine Hutter (New York Graphic Society. 275 pp. $7.95), constitute a record of that nation from Kaiser William II to Chancellor Ludwig Erhard. Henry C. Wolfe has written three books on Germany.*

By HENRY C. WOLFE

THESE three volumes constitute, in effect, a history of Germany from William II's accession to the Imperial throne down to the Erhard regime. In the original German the two latter books have proved significantly popular in West Germany: Hannah Vogt's forthright anti-Nazi volume sold 400,000 copies in the Federal Republic within two years of publication, and Rudolf Walter Leonhardt's less formal yet probing study has sold 300,000 copies.

In *The Kaiser and His Times* Michael Balfour, a former teacher of history at Oxford and, since 1939, a British Civil Servant, has chronicled Germany's fateful years from the beginning of the Kaiser's rule to his exile in Doorn. It was a period of mounting stress not only in Germany but throughout Europe. It was, too, a period that included *la belle époque*, that European era of delightful living which came to a crashing end in 1914 when the guns of August spoke.

Mr. Balfour wrote his volume "not only for scholars and students but also those who want to understand how the world they live in has come about." The years between 1888 and 1914 were the seedbed of many of our troubles today. Nationalism was rising, the scramble for international markets was increasing, naval rivalry and the clash of competing imperialisms were intensifying.

As Mr. Balfour portrays him, William II, grandson of Queen Victoria, was a complex, contradictory, and, at bottom, tragic human being. He appears to have had an inferiority complex, undoubtedly

—*Camera Press (Pix).*

Kaiser William II and his wife during the 1914-18 war — "fateful plunges."

aggravated by the deformed arm sustained at his birth. His relations with his British relatives were often strained, and he believed that jealous neighbors were depriving Germany of its rightful "place in the sun." His posturing, tactless speeches, and aggressive tactics in foreign relations heightened the already dangerous tensions in world affairs.

Theodore Roosevelt, who knew William personally, commented: "Down at the bottom of his heart, [the Kaiser] knew perfectly well that he himself was not an absolute sovereign." There were many checks on his power, yet at decisive moments those checks did not stop him from taking fateful plunges. One of the most disastrous was his discharge of Bismarck, his historic "dropping the pilot." The "blood and iron" chancellor had in quick succession waged limited wars against Denmark, Austria, and France, yet had carefully steered Germany away from any confrontation that could produce a general war. Above all, he strove to prevent a coalition between France and Russia.

William got rid of Bismarck in 1890. The next year France and Russia signed a treaty. The principal European nations were now choosing sides for the Armageddon that was to come twenty-three years later. The Kaiser conceded that war was inevitable: "I frame my policy on that assumption." International crises became more frequent—Tangier (1905), Bosnia (1908), Agadir (1911), Albania (1913). On June 28, 1914, came Sarajevo.

The German ruler's most catastrophic blunder quickly followed. Austria-Hungary wanted to smash Serbia. Despite Russia's protective policy toward Serbia, William gave Vienna a blank check of support. Austria moved against Serbia. First Russia and then Germany mobilized. Later, William complained: "If people in Germany think I am the Supreme Commander, they are grossly mistaken. The General Staff tells me nothing and never asks my advice."

Mr. Balfour takes into account the technical and social changes of the Kaiser's era. He has turned out a valuable reference work, well documented, annotated, and illustrated, but lacking in maps.

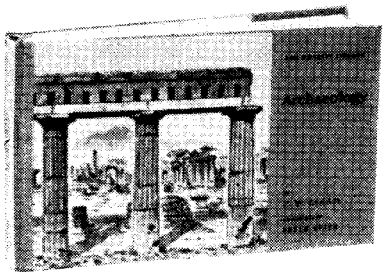
HANNAH VOGT's *The Burden of Guilt* takes over with an inquiry into Germany's responsibility for World War I and an investigation of the "stab in the back" that allegedly ended the war. The hard-hitting book was inspired by the anti-Semitic incidents that occurred in Germany in 1959, and which served as a frightening reminder of influences that could once more plunge the country into infamy. German youth, Dr. Vogt discovered, knew little of the Hitler story. They had virtually no conception of Germany's guilt in launching World War II and of the racial persecutions that culminated in Buchenwald, Belsen, and Auschwitz. Even children whose parents had not been Nazis knew little of the Hitler record.

The Burden of Guilt is one woman's campaign to change that situation. Its large sale in Germany is proof that Dr. Vogt has made encouraging progress in her crusade of enlightenment among the rising generation of Germans. Into the bargain, she has given them an excellent little history of their fatherland from 1914 to 1945. A young German student recently told the author: "If somebody had told me earlier that my father's generation tortured human beings to death merely because they were Jews, I would have slapped his face. I almost cried tonight because I am a German. . . . How can it be that there are still people today who approve of the crimes of that period?"

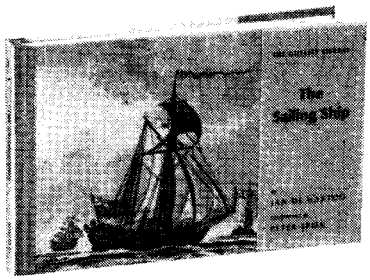
Dr. Vogt's is not, it should be pointed out, an anti-German book. She recognizes the good work of German scientists and scholars, and emphasizes the bravery of anti-Hitler patriots such as Goerdeler, Stauffenberg, Beck, and the heroic students Hans and Sophie Scholl. Germany itself was among the chief victims

(*Continued on page* 46)

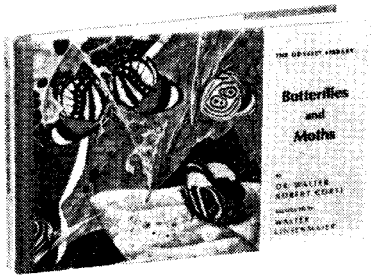
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



1. ARCHAEOLOGY . . . its development from grave robbery to science . . . by C.W. Ceram of *Gods, Graves, and Scholars* fame. More than 100 full-color drawings and photos bring ancient cultures to life.

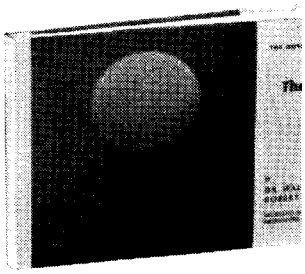


2. THE SAILING SHIP... its hist romance and development from Egyptian merchantmen of 2600 to the Yankee clipper, traced by noted author Jan de Hartog more than 100 colorful painting

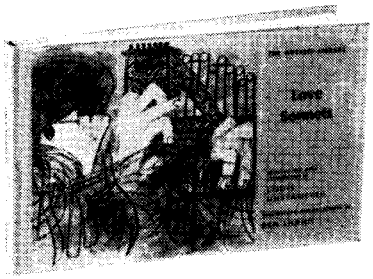


3. BUTTERFLIES AND MOTHS . . . rare and lovely creatures from the world of Lepidoptera seem to leap from the pages in paintings of surpassing accuracy and beauty by Walter Linsenmaier, internationally known artist and naturalist.

4. THE SUN . . . Swiss philosopher Dr. Walter Robert Corti takes a fresh view of our most important star. Striking photographs, many published here for the first time . . . documents, fascinating pictorial diagrams of the solar structure.



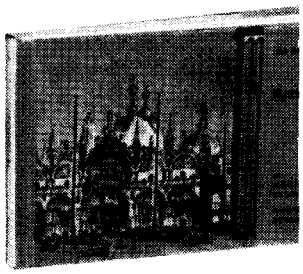
5. ARMS AND ARMOR... Stephen V. Grancsay, Curator Emeritus of the Department of Arms and Armor of the Metropolitan Museum, brings to life a glamorous past of jousts and battles. Stunning photos, documents, detail drawings.

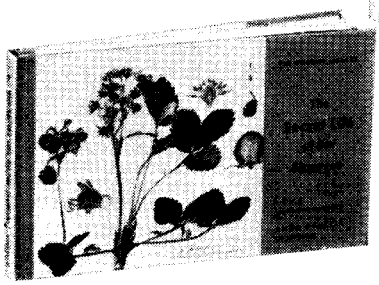


6. LOVE SONNETS . . . an insp mating of poems of passion ch from Shakespeare, Heine, D others, by Louis Untermeyer. full-page illustrations of star originality painted by the mc master Ben Shahn.

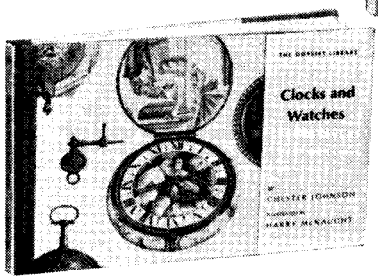
7. THE CORAL REEF . . . a world of enchantment explored by renowned scuba diver and underwater photographer Jerry Greenberg. Inhabitants of the deep are shown in their natural habitat in brilliant color.

8. ARCHITECTURE... the art and science of building surveyed in lucid text and 150 exquisite drawings in color. A miniature history of Western architecture, and a guided tour of the world's famous structures.

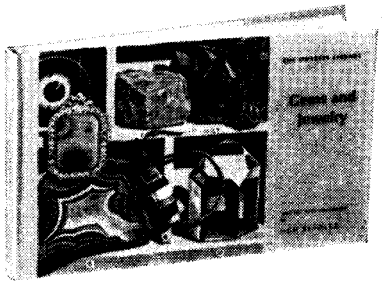




9. THE SECRET LIFE OF THE FLOWERS... revealed in text and sensitive paintings from nature. An unusual book of charm and scientific accuracy by widely recognized artist-author Anne Ophelia Dowden.

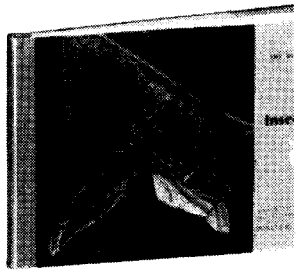


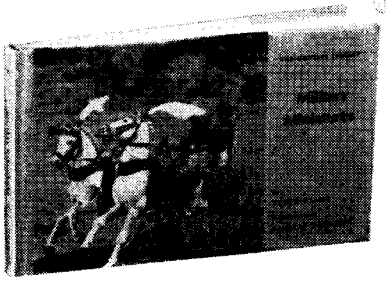
10. CLOCKS AND WATCHES . . tale of man's ingenious way measuring time. Authoritative and breathtakingly beautiful p ings of mechanical marvels— terworks of the watchmaker's



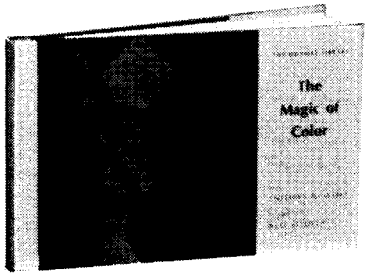
11. GEMS AND JEWELRY . . . precious and semi-precious stones, their lure and lore. Sparkling text and paintings of astounding realism, showing 100 gems in dazzling color. Documents, photographs, diagrams.

14. THE INSECT WORLD . . . A fascinating study of the insect community, written and illustrated by the internationally famous naturalist and artist, Walter Linsenmaier. Unbelievably beautiful paintings ✱





12. MILITARY MINIATURES... examples from the world's finest collections, plus figures expressly made and photographed for this book. Text by Peter Blum, president of the Military Historical Society of N.Y.



17. THE MAGIC OF COLOR . intriguing exploration into th nomena of color, its scientifi psychological aspects. Illustrat Ned Seidler, and with pain photographs, and diagrams. ✱

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

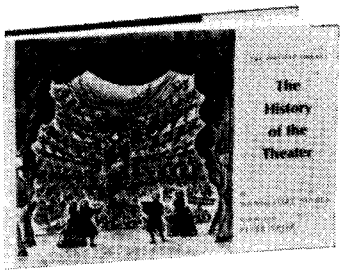
J. DONALD ADAMS, of The New York Times Book Review, says:

"Not for a long time have I been so enthusiastic about a new series of books as I am about **The Odyssey Library.**"

"The titles recently issued strike a fresh and vigorous note in contemporary book publishing," adds Mr. Adams, and he is not alone in his admiration. Since the publication of the first twelve books in April, critics have been describing THE ODYSSEY LIBRARY with words and phrases like "exquisite," "a rich feast," "beautifully designed," "collectors' items," "splendid"—and: "This library makes the perfect gift, but don't ask me to part with mine."

Six new titles have just been published—* and there will be more to come.

13. ANCIENT ROME...brilliantly described by Roger Butterfield, historian, journalist, and author of *The American Past*. With documents and photographs, and drawings by noted illustrator Peter Spier.*



16. HISTORY OF THE THEATER... A miniature history of the Western theater—from the Greek theater at Epidaurus to Lincoln Center—written by Hannelore Marek. Illustrated with documents, prints, paintings, and drawings.*

15. RARE AND EXOTIC BIRDS...Dr. Robert Cushman Murphy of the American Museum of Natural History writes about the lesser known feathered creatures of the world. Photographs by the noted artist and illustrator of birds, Arthur Singer.*

18. DUCKS, GEESE, AND SWANS... Paintings of rare charm in an unusual technique by the noted Danish illustrator, Leif Rydeng, show these fascinating waterfowl from all over the world...described by ornithologist Bertel Bruun.*

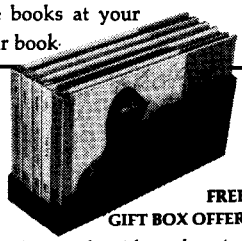
Each volume of THE ODYSSEY LIBRARY is a survey of some intriguing area of knowledge, by such renowned writers and artists as C.W. Ceram, Ben Shahn, Jan de Hartog, Roger Butterfield, Walter Linsenmaier, Robert Cushman Murphy, and Louis Untermeyer. The books are compact enough to slip into the pocket (48 pages, 4" high by 6½" wide), printed on fine paper in five colors, handsomely bound in durable hard covers. They have created such a stir, both here and abroad, that foreign editions are shortly to be published in England, France, Holland, Scandinavia, Italy, Spain, and Germany.

Truly, these are books to enjoy, to savor, to study, to ponder, to collect and treasure . . . books that will add a new dimension to your awareness and understanding of the world. And, while you will want these books for your own, you will also realize that they make the perfect gift for any occasion calling for a token of taste and discrimination.

Never before, we believe, have books of such superlative quality been offered for the modest price of 95¢.

SPECIAL EXAMINATION OFFER

There are two easy ways to examine these books at your convenience. One is simply to drop in on your bookseller and ask to see THE ODYSSEY LIBRARY. *Or*, use the coupon below, enclose 95¢ for each book ordered, and we'll be glad to send you any or all of the volumes for ten days' examination; we pay postage. If you don't agree that the books are all Mr. Adams says they are, return them within ten days for full refund. Write The Odyssey Press, Dept. M20, Box 350, Poughkeepsie, N. Y.



FREE GIFT BOX OFFER

Select any five titles and receive a handsome, sturdy gift box at no extra cost. Ideal for Christmas giving. $4.75
See coupon.

MAIL THIS COUPON FOR TEN DAYS' EXAMINATION — MONEY-BACK GUARANTEE

To your bookseller, or
THE ODYSSEY PRESS, Dept. M-20, Box 350
Poughkeepsie, New York

☐ Please send me THE ODYSSEY LIBRARY titles whose numbers I have circled below. I enclose 95¢ for each book, and publisher will pay postage. If I return the books within 10 days, I will receive full refund.

1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18

☐ SEND ME FREE GIFT BOX containing the five titles whose numbers follow (for which I include $4.75): ____, ____, ____, ____, ____.

Name _____

Address _____

City _____ Zone ____ State _____

New York City residents please add 4% sales tax

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

(*Continued from page* 43)
of Nazi savagery; one of the most poignant photographs in the book shows Hitler sending children, including boys under ten years of age, into battle.

Rudolf Walter Leonhardt, cultural editor of Hamburg's important weekly *Die Zeit*, has contributed what amounts to a portrait of the German character. A French girl had asked him: "Do you like being a German?" Bent on learning what it is to be a German today, he took his interrogator and some other non-German friends on a tour of his native land.

His book is both travelogue and history. With urbanity, wit, and honesty, he describes regional differences, especially between the solemn Protestant north and the genial Catholic south. He traces the course of German history and its cultural trends. He analyzes the question of reunification. He candidly faces Germany's problems and dangers. "To be hated for the right reasons is not always pleasant," he writes, "but to be loved for the wrong ones can be downright embarrassing."

The Nazi Organization Men

The Gestapo: A History of Horror, *by Jacques Delarue, translated from the French by Mervyn Savill (Morrow. 384 pp. $6.95), sketches some repulsively perverted men who made a continent tremble. William S. Schlamm's books include "Germany and the East-West Crisis."*

By WILLIAM S. SCHLAMM

THE AUTHOR, a member of the Direction de la Sûreté Nationale in Paris, has stated the purpose of his endeavors with great precision: "No work has yet appeared, seventeen years after the collapse of the Third Reich, to retrace the complete history of the Gestapo. The Gestapo was the real pivot of the Nazi State, and the events of this period are only comprehensible in the light of our knowledge of this vast political machine." The world has indeed needed a thorough and superior study of a bestial contraption, as skilful and effective as any police apparatus in history, that for an infernal decade controlled Europe. But the world still needs such a study. M. Delarue's book, having promised knowledge and comprehension, supplies neither.

—From "The Burden of Guilt."

Adolf Hitler—fast sketches of a chamber of horrors.

Had the Gestapo been just another police machine—more efficient, perhaps, but essentially not different from other modern police organizations – Delarue would not have felt called to write his book. But the Gestapo was an altogether original and incomparable institution, just as modern totalitarianism is original and incomparable. To comprehend Nazism, it is obviously not enough to have studied and analyzed Metternich's government or any other classic authoritarian society. Consequently, no contemporary historian has ever undertaken to write about Nazism without focusing his tale on an intelligent and plausible theory of totalitarianism.

Yet Delarue does not have the slightest notion that he is dealing with a phenomenon *sui generis*. This tale of obscene horrors is, at its best, as familiar as the deservedly famous books by Bullock, Gisevius, Heiden, Rauschning, Shirer, and Trevor-Roper. With the possible exception of a few factual data concerning certain Gestapo capers in occupied France, Delarue's volume does not contain one bit of information not covered by any of the several previous histories of Nazism. And it does not contain one bit of illuminating thought on, or even inquiry into, its proclaimed subject—the nature and structure of a totalitarian police organization.

Rather, Delarue seems satisfied with drawing, once more, fast sketches of Goering, Himmler, Heydrich, Kaltenbrunner, and all those other perverts whose portraits are already nailed, for all time to come, to the walls of history's chamber of horrors. But Delarue's redundant sketches of repulsive deviates, far from explaining the puzzle, make it even more incomprehensible: How was it possible that an organization, created and managed by such evil misfits, was able to harness a trembling continent?

For this, indeed, is the problem. Its study requires painstaking labor and an imaginative mind. One must, first, expose the nervous and circulatory system of a totalitarian society whose atomized members are conditioned to the reflexes of collective ideologies and lonely fears. Then, one has to present minutely the omnipresent *Gestalt* of an omnipotent police force that (comparable, perhaps, only to the Inquisition) operates with precise missionary zeal. And, finally, one has to analyze the effectiveness of the peculiar methods developed by such an organization in dealing with its victims.

Of all this there is not a trace in Delarue's book. True, the rules of reviewing prescribe that an author be criticized for what he wrote rather than for what he did not write. But what if his omissions constitute the *raison d'être* of the book? And Delarue, in his book about the Gestapo, has omitted the Gestapo. His book is "a history of horror," all right—of the infernal horror that has been ultimately and definitively recorded in so many unforgettable memoirs by survivors. To tell of that horror once more would have served a perfectly legitimate function if the author had undertaken to show its deliberate, purposeful use within a deliberate, purposeful police system. Retold without such intent, these stories of man's vulgar inhumanities to man are obscenely irrelevant.

Particularly when they are shoddily and carelessly retold. Take, for example, the author's constant use of German phrases in his English (originally French) text. There are literally dozens of atrocious misspellings. (*"Kadaverische Gehorsamkeit,"* for example, is a monstrosity of irresponsible quoting; the correct German is *Kadavergehorsam*. There are no such German words as *"kadaverische"* and *"Gehorsamkeit."*) Linguistic sloppiness is deadly in the case of a study which, to claim any authority at all, must believably demonstrate that the author was able to peruse the original documentation.

The pity of it all is the damage a publication of such inadequacy must do to the cause of serious and determined scholarship in the conscientious fight against the Nazi heritage. Delarue's book may have pre-empted publishers' and readers' interest in investigating the Gestapo. And this would be a blow to meaningful history.

LITERARY I.Q. ANSWERS

1. Abuse. 2. White. 3. Elegy. 4. Inapt. 5. Probe. 6. Known. 7. Credo. 8. Spate. 9. Shown. 10. Scant. 11. Erode. 12. Swash.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Her Answer to Life Was Always Yes

Eleanor Roosevelt: A Friend's Memoir, *by Joseph P. Lash (Doubleday. 374 pp. $4.95), recalls with affection a thirty-year association with an extraordinary First Lady. Dore Schary wrote the play "Sunrise at Campobello."*

By DORE SCHARY

WE HAVE lived in the days of giants, and one of them was Eleanor Roosevelt. Two years after her death, Joseph P. Lash has written a memoir of his friendship with this incredible lady.

Mr. Lash brings good equipment to this labor of love. He has kept voluminous personal records; he has researched his subject with scholarly thoroughness. Only once or twice does his affection lapse into sugary sentimentality. And out of this comes a new glimpse of Mrs. R.—new at least to those who did not know her well. We see her as a tough-fibered woman, compassionate but resolute; a woman who was not intimidated by threats nor susceptible to flattery.

This book, which deals in great measure with the years in the 1930s when Mr. Lash first formed his friendship with Mrs. Roosevelt, also reveals with freshness and disarming candor how many young liberals were beguiled by the Communist party line and by some Communists. It sets the record straight on the strange road traveled by the American Youth Congress and the American Student Union, and for his pains to tell the truth, Mr. Lash emerges a taller man.

There are fascinating views of life in the White House and at Hyde Park, and we are impressed again and again with the portraits of FDR and Mrs. R. at work. A cast of characters of extraordinary dimensions parades through the pages: Louis Howe, Sara Roosevelt, the Roosevelt children, Henry Morgenthau, Winston Churchill, Herbert Lehman, Harry Hopkins, Lord Halifax, Bernard Baruch, and scores of others who evoke the dramatic era of the Roosevelts are all here, some of them in anecdotes previously reported, others in new scenes, unfamiliar at least to this reviewer, who has read fairly extensively on the subject.

The conflicts within the official family of the Administration are related quite frankly. Of particular interest are the references to the friction provided by Hopkins's close relationship to FDR, a friction enjoyable to Harold Ickes but vexing to Mrs. R.

Vividly the book recalls the commitment of this extraordinary First Lady to the world around her. She found Hemingway's *For Whom the Bell Tolls* "compelling" reading, "because the people, the everlasting mixture of good and bad, of coarseness and sensitiveness, of cruelty and gentleness, are real." When it was suggested that she not praise the book publicly because it might be taken as support for the book's theme "that three days of full, perfect living by the two lovers were worth more than a lifetime of half-living." Mrs. Roosevelt disagreed. She felt that "only those who love really live, in spite of the pain loving so often brings."

She was, in Mr. Lash's words, "a 'yea' rather than a 'no-sayer' to life." Summarizing an address to students at Todhunter, she said, "Don't dry up by inaction. . . . but go out and do things; learn new things and see new things with your own eyes. Don't believe what somebody else tells you, but know things yourself by your own contacts with life."

This philosophy she lived conclusively. During her staggering journeys to all corners of the earth, her endless criss crossing of this country, her searching eyes and heart felt any pulse she could reach.

The multiplicity of her interests are sketched in with just enough detail to

FRAZER YOUNG'S LITERARY CRYPT NO. 1111

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1111 will be found in the next issue.

ZGPUH NHUHBGKHU Z MFPNMF

YNDMHUUVDO; VA ZKEZSU

NHAPNOU AD AFH YDVOA

XNDB EFVMF VA UHA DPA.

BDOAV

Answer to Literary Crypt No. 1110

I must complain the cards are ill-shuffled, till I have a good hand.
—SWIFT.

The Book of Knowledge has the answer!

All the answers! Anything that would occur to children, everything that will fascinate them. It's a world of knowledge directed to the young: colorful men of history, art, animals, poetry, the human body—even things to make and do! The Book of Knowledge is a curious child's reward, a bored child's delight, a gifted child's challenge.

SEE FOR YOURSELF. SEND FOR THE FREE "MINIATURE" BOOK OF KNOWLEDGE

This free 24 page full color booklet contains actual pages of science, history, art, stories, quizzes, things to make and do and other informative and entertaining features taken directly from The Book of Knowledge itself. Give it to your child and see how eagerly he reads it. Send for it today. It's free and it's *wonderful!*

THE BOOK OF KNOWLEDGE
opens the door to success

THE BOOK OF KNOWLEDGE
The Grolier Society Inc.
575 Lexington Ave., N.Y. 22, N.Y.

Please send me free your 24-page full color booklet, *The Magic Carpet*, the "miniature" Book of Knowledge. I am interested in the Grolier Easy-Pay Educational Plan.

Name _____
Address _____
City _____ Zone _____
County _____ State _____
There are ____ children in my family, ages _____

Sat. Review 11-21-64

A publication of Grolier Inc.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

make us eager to know more. We are reminded of her warm, unfeigned hospitality, her discipline and courage as a columnist (displayed, for example, in the well-known ruckus with Cardinal Spellman), her skill in handicrafts, and her abiding lode of affection for the underprivileged, handicapped, and disadvantaged.

The book ends with words written by the author's wife, Trude Lash, to a friend, and it is the most moving account yet published of Mrs. R.'s last days. The last paragraph reads:

> I had never seen anyone die this way and it seemed to me like a crucifixion. Maybe every death is. The only comfort is that she was not afraid of death but welcomed it. I kept thinking of the Bach cantata *"Ich habe genug."* Is the absence of fear a form of religious belief—a sign that one "abideth" in His love?

The book is what its subtitle says it is: "A Friend's Memoir." It is not the definitive volume on Mrs. Roosevelt. Others have been written before; many more will be written in the years ahead. But this one will serve well to tell future Americans what manner of lady this Mrs. Eleanor Roosevelt was—how she lived—and, yes, how she died.

Never a Farewell to Arms

The Model Major-General: A Biography of Field-Marshal Lord Wolseley, *by Joseph H. Lehmann (Houghton Mifflin. 415 pp. $6.50), brings to "outrageous life" a Victorian military hero whose personality combined the typical strengths and weaknesses of Britain's empire builders. Forrest C. Pogue wrote "George Marshall: Education of a General."*

By FORREST C. POGUE

IN THE late 1870s when British imperialism was at its ebullient best, the expression "All Sir Garnet" was used to indicate that General Sir Garnet Wolseley had the situation—at some troubled spot in Victoria's far-flung holdings—well in hand. That phrase, employed as the title of the British edition of this biography, states more aptly the author's assessment of the Field Marshal's place in nineteenth-century military history than does Gilbert and Sullivan's satirical description of Wolseley used as the title of the American edition.

Wolseley's military career, extending from the Second Burma War in 1853 through the Crimean conflict; the Indian Mutiny; the rebellion in Canada; the war with the Ashanti, the Zulus, the Chinese rebels, and the forces of the Mahdi, sums up more than forty years of fighting in which the British colored the world map with continuous splashes of Empire red. Despite a lifelong running fight with Victoria's cousin, the Duke of Cambridge, commander-in-chief of the Army, and the Queen's own disapproval, the Field Marshal won rich cash awards and titles and the applause of the British public. Thirty years after his death, his fellow countrymen confused his name both with that of Henry VIII's great adviser and with Sir Arthur Wellesley (later the Duke of Wellington). In the United States, he was remembered best for his writings on his visits to the headquarters of Stonewall Jackson and Robert E. Lee.

The author, an American professor of history, has brought to outrageous life a fabulous personality, whose deeds and character combine the strength and courage that led Britain to world dominion with the qualities of Colonel Blimp that hastened the setting of the sun on the Empire. He detested Frenchmen, disregarded the natives of the countries he helped conquer, and rated the political leaders of his own country only slightly above the enemies he fought in the field.

—*From the book.*

Field Marshal Lord Wolseley—"All Sir Garnet" was A-Okay.

Happily for his biographer, whether Wolseley was attacking the institution of marriage (after some years of unwedded bliss he contentedly succumbed to married life), deriding his contemporaries in the Army and in politics, or zestfully describing the excitement of his campaigns, the Field Marshal wrote imprudently and well. His thousands of letters, many of them used here for the first time, and all as colorful and opinionated as Wolseley himself, are such stuff as biographers dream of. An Anglo-Irishman, he had no use for the earlier owners of the Emerald Isle; he characterized the Irish Catholics as "a strange, illogical, inaccurate race, with the most amiable qualities, garnished with the dirt and squalor they seem to love as dearly as their religion." In a handbook for soldiers he wrote that military men should "be taught to despise those in civil life" and that they should "not be brought into contact with the softening influences of old men and respectable women." He was only partly jesting when he wrote to his aunt from the Crimea that "man shooting is the finest sport of all . . . the more you kill the more you want to kill."

While the letters show us the Blimpish side of the man, Lehmann makes clear that this was only part of the character. Wolseley was a fine soldier, an enemy of military incompetence, and a fierce supporter of efficiency in the profession of arms.

In writings and statements that for self-assurance have been matched in our day only by the pronouncements of Field Marshal Montgomery, he trumpeted the cause of the ordinary soldier, demanding proper care of the men who did the fighting, better leaders, and a decent supply system. To get his reforms he defied the Queen and the commander-in-chief of the Army, and made common cause with Liberal statesmen, for whose political principles he had only vast contempt.

With a volatile and indiscreet subject, whose deeds are set in picturesque locales around the world, few biographers could write a dull book. But Mr. Lehmann has improved on his excellent sources by his ability to evoke the atmosphere of battle whether in India, the Crimea, or Africa, and to recapture the equally martial noises of savage conflicts between the Field Marshal and his antagonists in the War Office.

SR's December 5th issue will help you solve your Christmas book-giving problems.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A Wish for the Impossible

Short Friday, *by Isaac Bashevis Singer (Farrar, Straus & Giroux. 243 pp. $4.95), contains short stories concerned with "the mystery of God's ways and the ordeal of man's life." Jonathan Baumbach, who teaches English at New York University, is author of a forthcoming study of the contemporary American novel, "The Landscape of Nightmare."*

By JONATHAN BAUMBACH

ISAAC BASHEVIS SINGER is one of the last of the Yiddish storytellers, a traditional writer and moralist whose stories (sixteen in the present collection) seem to come out of some distant miraculous past, untouched by the accomplishments and horrors of our world and time. To say that Singer writes as if Joyce and James and Proust never existed is not to disparage his achievement, merely to acknowledge the curiosity of it. The supernatural is not a metaphor for Singer; our fantasy is his reality. These stories—fantastic, religious, nightmarish, lyrical, homiletic, comic, romantic, wise —, set mostly in some timeless medieval Poland, have at their best (their simplest) the purity of folk tales. Their innocence (or is it merely the guile of innocence?) is their art.

Singer is a master at telling a story. And his stories, for all their similarity of occasion and concern, are impressively various, though one is forced to add that they are not all equally successful. "Alone," the best realized of Singer's modern stories, has the movement and impact of an evil dream. As the hero tells us at the beginning of this Kafkaesque parable, "Many times in the past I have wished the impossible to happen—and then it happened." And so it does again. The narrator is granted his wishes, but so perversely as to make him aware of the nightmare of his deepest promptings.

Singer's world is haunted for good as well as ill. In "Esther Kreindel the Second" a good woman returns from death, her spirit inhabiting the body of a young girl, as a consequence of her husband's profound grief at her loss. The aggrieved hero of "The Fast," Itche Nokhum, lacerates himself as a penance because his wife has left him, and succeeds (in an uncannily touching dénouement) in effecting her return through the power and commitment of his love.

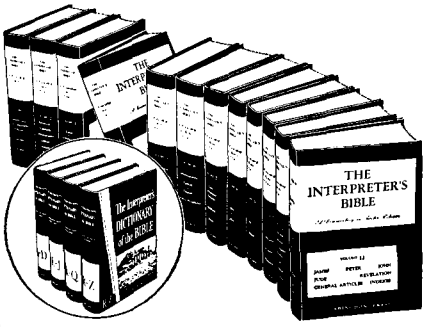
As one might expect from a religious moralist, Singer is at his strongest in dealing with the proliferations of evil. "Blood," the masterpiece of this collection, is a horror story about a woman, Risha, who derives sexual pleasure from the slaughter of animals, the passions for blood and for flesh merging in the obscenity of her lust. Her desire excited by the act of killing, Risha commits adultery with the slaughterer. The two form an unholy alliance. Her sins proliferate ("one transgression begets another") until she undergoes a metamorphosis, which in effect defines the condition of her spirit, and turns into a werewolf. Risha's obsessiveness is brilliantly handled by Singer; and, despite her moral deformities, he commands compassion for her, making us aware that her darkness is not separable from our own.

The most touching of these stories, "Taibele and Her Demon," is a comic love story about a teacher's helper, an impoverished clown, who pretends to be a demon in order to make love to a woman whose husband has deserted her. Eventually, despite the enforced terms of the relationship, Taibele falls in love with the "demon." ("Evil spirit though he was, he had treated her kindly.") When it becomes clear to Taibele that her demon is ill and dying, she prays to God for his life. "There are so many devils, let there be one more. . . ."

That Singer can be very bad on occasion ("Jachid and Jechidah," for example, is an extraordinary clinker) is an indication—a valuable one, I think—of the stature of his gifts. He is a writer of surprising resources of vision, who is willing to extend himself beyond the charted impulses of his talent. This collection—at least three of the tales are deeply memorable—is its own justification.

While most of the Singer stories have a clearly defined moral, others remain, within their homiletic framework, curiously ambiguous. There are unexpected reprieves for the fallen and unaccountable miseries for the just. "But," as Singer tells us, "God's ways are hidden from man," which is a blessing for literature. These stories deal with the mystery of God's ways and the ordeal of man's life. The best of them add to our pleasure and our knowledge.

The Perfect Tools To More Perfect Understanding Of the Bible



The Interpreter's Bible

The most inclusive commentary of the entire Bible. Outstanding features include: two versions of text; the Exegesis; the Exposition; more than 700 pages of General Articles; outline maps; 142 pages of indexes; and an introduction to each biblical book. The shared efforts of 146 Bible scholars. The entire set has been designed for the utmost in reading ease, beauty, durability, and lasting service. *Each vol.* **$8.75**; *Twelve vol. set,* **$89.50**
(Twelve vol. with leather binding, **$375**)

The Interpreter's Dictionary Of the Bible

IN FOUR VOLUMES
An illustrated encyclopedia defining and explaining:

- EVERY person in the Bible or Apocrypha
- EVERY town and region, hill and stream
- EVERY plant, animal and mineral
- EVERY object used in daily life
- MAJOR biblical doctrines
- Black-and-white and full-color illustrations
- Full-color Westminster maps

3,976-page four-vol. set; **$45.**

Order from your Bookstore

abingdon press
175 YEARS OF Service-SINCE 1789

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE NEW YORK I LOVE

Photographs by Peter Fink. Text by Joyce Peterson. Introduction by the Hon. Robert F. Wagner, Mayor of the City of New York. The most beautiful camera-and-word portrait of New York City ever captured on the printed page. Magnificently evokes the glamour and excitement of the skyline, the Plaza, Greenwich Village, Fifth Avenue. 119 stunning photographs, 12 in shimmering full color. 9½" x 10½". 7.95

TUDOR PUBLISHING COMPANY
221 Park Ave. So., New York 10003

Rex Stout

"liveliest of all detective fiction writers"—*N.Y. Times*

A RIGHT TO DIE

is his latest full-length novel in which Nero Wolfe and Archie uncover and unravel a murder motive unique in mystery fiction.

VIKING $3.50

To Speed Your Christmas Mail

SHOP EARLY MAIL EARLY

ADDRESS PLAINLY

And Take A Tip From Mr. Zip . . .

USE ZIP CODE NUMBERS AND INCLUDE YOUR OWN ZIP CODE NUMBER IN YOUR RETURN ADDRESS

Elegant Way to Death

Chaos and Night, *by Henry de Montherlant, translated from the French by Terence Kilmartin (Macmillan. 240 pp. $4.95), analyzes the tragic last years of an anarchist veteran of the Spanish Civil War. Warrington Winters, a free-lance critic, teaches a course on the contemporary novel at Polytechnic Institute of Brooklyn.*

By WARRINGTON WINTERS

THE MOST urgent question that we ask nowadays concerning our fictional or dramatic tragedy is this: does it catharsize? That is, does it somehow—on a universal level—purge our congested emotions of self-pity and fear and so leave us cleaner and stronger than we were? Before applying this test to *Chaos and Night,* we should go back and refresh our memory of the author.

Henry de Montherlant—more or less the Gallic Hemingway, we may say—has devoted his life to elegant modes of administering and inviting death. Having killed his first bull at the age of fifteen, he sought combat and received wounds in the Great War. In the middle Twenties, severe illness caused by these activities inspired him to convert the art of the *corrida* to that of literature. In the Twenties and Thirties he glamorized the sport of killing men, women, and bulls. His tetralogy, *Les Jeunes Filles,* might well have been titled "How To Make Love Without Ever Getting Married." One of his plays, *La Reine morte,* actually carries the subtitle "How to Kill Women." For Montherlant, who never married, true love seems to exist not in marriage but rather in the noble comradeship of the battlefield and the bullfight.

Chaos and Night is no rehash, no collection of odds and ends. It is a major novel, Montherlant's first in twenty years or more. Conceived in the middle Fifties and written in the early Sixties, it is perhaps, like Hemingway's last works on war and bullfighting, his final commentary on the state of man. Despite his pseudo-disclaimer, it seems, in spirit, to be largely autobiographical.

Here we follow the last years of a Spaniard (Celestino Marcilla) who had killed his first bull at the age of fifteen, who had served courageously as an anarchist in the Civil War, and who had afterwards settled in Paris as a fugitive and futile political journalist. Now facing death, he must "desecrate, dishonor, destroy, trample underfoot everything he had ever loved"—friends, daughter, Spain, the revolution itself. "Since he himself was to disappear, everything else must disappear, there must be nothing left after him, nothing for him to regret." Returning to Spain, he renounces faith even in the eternal verity of the *corrida.* After observing an ugly and inept performance in the arena, he suffers a stroke in his hotel. Like the bull, he crawls toward the door, vomiting blood, exuding excrement, and so dies alone.

Thus the bull is Everyman," more and more duped, more and more vicious and more and more mocked, more and more both impotent and dangerous, ineluctably doomed to die and yet still capable of killing: such was the bull at the end of its life, and such is man."

As he himself has noted in an essay, Montherlant kills with the exquisite certainty of a Cordovan *faena.* Elegantly, he offers horror, chaos, and night. He universalizes but he does not catharsize. The only reassurance he can give us is this: "*El peor es siempre cierto,* 'the worst is always certain.' "

The Duchess Lay Dying

Unfinished Funeral, *by Niccolò Tucci (Simon & Schuster. 192 pp. $3.95), portrays a domestic tyrant who makes dying her life's work. Honor Tracy is a well-known novelist and author of travel books, including two about Spain.*

By HONOR TRACY

THE THEME of this short, pungent novel is domestic tyranny, the protagonist an indestructible matriarch who rules by staging a deathbed scene whenever somebody thwarts her. Absolute power over her family is so essential to the Duchess of Combon de Triton that she will go to any extreme to give her deception an appearance of truth. Carefully and intelligently faking the symptoms of different diseases, she undergoes thirty-six major operations until the surgeons finally refuse to operate, and then she falls back on heart attacks and self-inflicted wounds. For thirty-three of the operations she refuses an anesthetic, alleging—for she is a pious fraud—that she has offered up her pain to the Lord in return for His keeping her dear ones well and happy.

Niccolò Tucci's study of strength-through-weakness is fascinating, but the idea is hardly new. The main interest of his novel lies in its brilliant indictment of the Latin family system, considered here in the aggravated form prevalent among the Spanish nobility. The system is to blame for the Duchess's monomania and is the real villain of the piece. Very early in life she learns that a woman

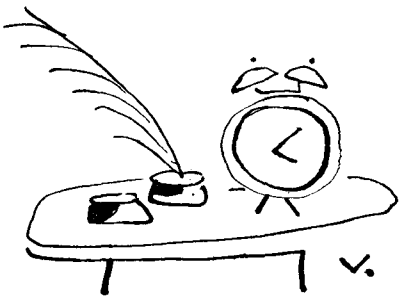
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

must marry and stay at home to mind children, must pray and weep while her husband gads about with mistresses, and must play the whore in her own home to compete with the whores her husband sees outside. Ermelinda refuses to accept such a life but sees no way of making another. She has intellect, energy, and pride, but only the ugliest women can be allowed to use gifts of that nature "in a world devoted to the cult of virility." Ermelinda is beautiful, and devotion to her father, her one weakness, restrains her from defying tradition.

The father, born a serf on the estates of a Count de Triton, returns to Spain after amassing a fortune so huge that he can marry his daughter to the head of a noble family. She falls deeply in love with a young Italian but rejects him, fearing that her love and his intelligence, equal to her own, would together force her into the despised conventional role. Instead she takes the Duke, a young man of "appalling stupidity and distinction"—and, in the Latin way, must pretend to be even stupider than he, a sacrifice of which she will remind God in her prayers—then, having presented him with a son and daughter, embarks on her life's work of dying.

The Duke is soon disposed of, brokenhearted by Freud's analysis of his wife's condition as caused by an unconscious hatred of himself. The Duchess survives, to wrestle with her caddish son Barnandrasse (superbly portrayed) and to wreck her daughter Eloise's life. Outwardly the forms are preserved, inwardly the victims seethe. The members of the family hate each other; and yet, *au fond*, only the family matters to them: Barnandrasse is unmoved by Eloise's despair but seriously thinks of killing a man for buying her chocolate. With all around her coming to grief, the Duchess goes on serenely dying.

In less than 200 pages Mr. Tucci has said an amazing amount and displayed a rich variety of qualities; he is witty, ironical, savage, compassionate, and lyrical in turn. In my opinion, the unfeeling psychoanalyst should have been a fictitious character rather than the humane Sigmund Freud, but this is a small matter. *Unfinished Funeral* is a novel of real power, taut, elegant, shapely, fantastic indeed, but with its own profound and dreadful truth.

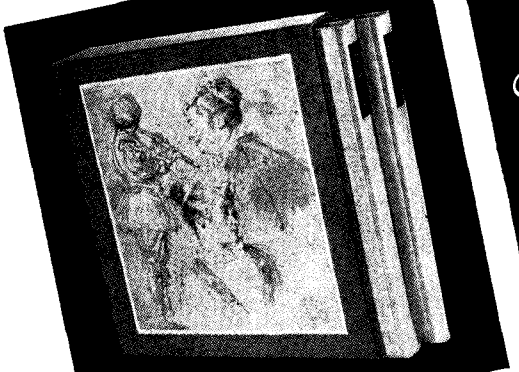


DRAWINGS FROM THE CLARK ART INSTITUTE

BY EGBERT HAVERKAMP-BEGEMANN, STANDISH D. LAWDER, AND CHARLES TALBOT, JR.

In a luxurious two-volume format, this handsomely designed and produced book presents a scholarly critique, the full history of each drawing, and over 350 illustrations from a collection that includes such masters as Dürer, Rembrandt, Watteau, Boucher, Turner, Manet, Degas, Toulouse-Lautrec, Whistler, Sargent, and Winslow Homer — *many never before published.*

SPECIAL OFFER: $30.00 until Jan. 1 thereafter $37.50



YALE UNIVERSITY PRESS NEW HAVEN & LONDON

available from your bookstore

YALE

This Christmas, give . . .

"a book to love and to laugh over, to treasure and to share"
Chattanooga Times

A Vanished World

"Miss Sneller evokes the lives of her ancestors so that they become ours as well. Simply by remembering, she moves us." — Newsweek

"'A Vanished World' is a delight. It is tough and true. . . . It has a universality that takes it beyond any boundaries but that of time." — Citizen Advertiser

"Extraordinarily good. . . . Prose as clear and refreshing as water drawn from a deep limestone well." — NY Herald Tribune

by Anne G. Sneller
$6.00 at your bookstore

Illustrated by Nancy B. Perkins
Syracuse University Press

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A clear-eyed Renaissance businessman shows us how the world from the Canary Islands to Japan looked, ate, worked, traded, warred, and made love—three and a half centuries ago

"Sure to become a classic of cultural-anthropological escapism."
—VIRGINIA KIRKUS

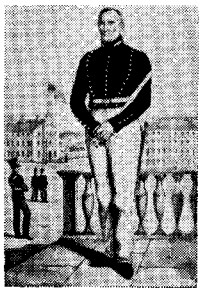
MY VOYAGE AROUND THE WORLD

The Chronicles of a 16th Century Florentine Merchant

By FRANCESCO CARLETTI

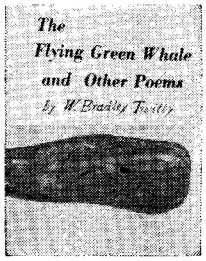
Translated by Herbert Weinstock
$5.00, now at your bookstore
PANTHEON

CAPTAIN ALDEN PARTRIDGE and the UNITED STATES MILITARY ACADEMY 1806-1833



by
Col. Lester A. Webb, PhD.

Exposes the cruel injustice done Capt. Partridge, the true "Father of West Point." Completely documented from original source material previously unpublished. 250 pp. $5.95



THE FLYING GREEN WHALE and OTHER POEMS
by
W. Bradley Twitty

New poems from the author of Beyond the Leaves. To be read over and over. 50 pp. $2.00

AMERICAN SOUTHERN
Northport, Alabama

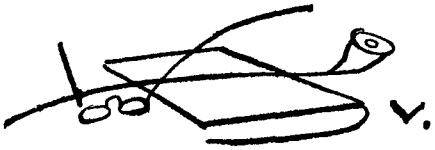
Music to My Ears

Continued from page 32

season's first *Otello* shown a similar adaptability to their surroundings, they might have come closer to the objectives for which they were aiming. Though he now has no greater volume of usable sound than he offered in his Otellos of several years back, Dimiter Uzonov has not learned to substitute subtlety for splendor, or how to make his visual Moor convey something that his aural one can't. Raina Kabavainska sounded somewhat more at home on this stage than when she was last heard as Mimi, especially in her strong top register, but it is evident to hear, now, that there is a white, edgy quality at its core that no amount of security is going to make appealing. Most disappointing, because he has the greatest amount of voice to dispose, was the Iago of Cornell MacNeil. Unfortunately, he seems to regard such an episode as the "Credo" as the opportunity for vocal display akin to the "Prologo" of *Pagliacci*, which might be defensible if he displayed equally virtuosity in its dynamic opposite, "Era la notte", which he didn't. It was physically awkward (he presented a figure better suited to Falstaff than Iago), dramatically primitive, and vocally uninteresting. John Alexander was once more an excellent Cassio, but one could hear too little of Joann Grillo as Emilia to decide her suitability for this part. As for the conducting of Thomas Schippers, it had such merits as energy and relevant pace (Toscanini-ish tempi, it sounded). The impression of this performance was of insufficient preparation to mold an ensemble of the many variables, including the orchestra. The "over-all" treatment may suffice for some scores, but not for *Otello*.

In his debut, Langdon acquainted us with a characterization that might be termed the good Squire Ochs. He has commanding stature for this role (the mid-section padding gave him more chest than paunch when he sat), but the heart of the voice is concentrated in the middle, without the extensions of range required. Dramatically it was genteel rather than aristocratic, buffoonish rather than earthy, rural rather than countrified. Much of this *Rosenkavalier* was otherwise of the quality of the season's first with Elisabeth Schwarzkopf, though on this occasion Schippers's tempi (especially in Act I) were sentimentalized to the point of becoming inert.

—IRVING KOLODIN.



Imported!

Disc Record
Music Box

This Swiss hand-made 30-note music work plays any of 100 or more metal disc records. Hand-rubbed walnut case. 7⅜" x 5⅞". Beautifully crafted and with the clear tone that makes a quality music box so enjoyable to all. Assortment of 5 discs included. $30. postpaid.

G. SCHIRMER 4 East 49th Street New York 17, Dept. 34

MUSIC CALENDAR 1965—$2.50

A most welcome gift combining unusual beauty and usefulness throughout the year, and remaining a permanent record thereafter.

The 29 illustrations for the 1965 Music Calendar (including the cover, title page and each two-week calendar page) are superb reproductions of works of art concerned primarily with composers, musical instruments and manuscripts.

Various countries and many centuries are represented through the widespread media of architecture, crystal, drawing, engraving, furniture, illuminated manuscript, painting, photography, porcelain, pottery, sculpture (ivory, marble, metal, stone, wood) and textile design. The traditional Peters Edition green cover (with easel back) encloses superior paper, beautifully printed.

Important musical events associated with each day of the year are listed on the reverse of each page: dates of composers, conductors, concert artists, educators and other musicians; first performances of various musical classics; founding dates of many leading schools and orchestras—interesting and valuable information in planning anniversary programs, and for many other purposes.

A special list of outstanding anniversaries occurring in 1965 is also included.

C. F. PETERS CORPORATION
373 Park Avenue South New York, N. Y. 10016

ALL CREDIT CARDS ACCEPTED

EAST HOUSE HOTEL

$8.00 A DAY SINGLE
$10.00 DOUBLE
ALWAYS AVAILABLE
130 ROOMS
T.V. HTD POOL

4200 W. CENTURY BLVD.
INGLEWOOD (L.A.) ● ADJACENT TO L.A. INTERNATIONAL AIRPORT ● DIRECT DIAL PHONES IN ROOMS DIRECT PHONES FROM ALL AIRPORT BAGGAGE AREAS TO HOTEL ● COFFEE SHOP ● ROOM SERVICE ● RESERVATIONS MADE FREE OF CHARGE ANYWHERE ● 24 HOUR FREE LIMOUSINE SERVICE TO AND FROM AIRPORT ● PH (213 677-1155 • TWX (213) 673-3317

CHANGES OF ADDRESS

Please send the address at which copies are now being received, as well as the new address, when notifying us of an address change. Allow four weeks for the changeover.

SATURDAY REVIEW
Circulation Department
380 Madison Avenue
New York, N.Y. 10017

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Continued from page 23

they would like to see the book taken by the club because this would increase their sale of it. The buyer in a department store—a very small and unimportant outlet—voted in favor of what he thought was the position of the entire retail book trade. It was this refusal to sacrifice immediate sales for a longer objective that made the victory of the book clubs inevitable in this battle. Thus I remember visiting a favorite Midwestern shop whose owner was always denouncing book clubs and finding right in the middle of his store—indeed in front of his own desk—a big display of the latest Literary Guild selection.

In the fall of 1921 Paul R. Reynolds, the dean of New York literary agents, wrote me that a publisher had told him that in his opinion there was no reason why Cather's work shouldn't be as well known as that of Edith Wharton, and that he would like a chance to make it as well known as Edith Wharton's. Reynolds asked if Miss Cather would not like to meet this man. I sent her Reynolds's letter, and she returned it without comment, simply writing in the margin: "I wonder who?" Nothing came of this proposal.

BUT I would not like to give you the impression that she was not interested in what happened to her books after we published them—and, indeed, before. She concerned herself about their typography, their bindings, their wrappers, and the copy that appeared on the wrappers. She followed our advertising closely—only once in all the years we worked with her did she complain that there was not enough of it. She watched our copy and objected when she found it, as she sometimes did, "dull and uninteresting." Then as likely as not she would sketch out and send us the sort of advertisement that she felt did her work justice. In the case of *Death Comes for the Archbishop* she supplied the text for the wrapper and we printed exactly what she gave us. She said, wisely, that a jacket should tell readers what they want to know—something about how and why the book was written, for that, she said, is what strangers usually write authors letters about.

With it all she was extremely modest and always showed the greatest pleasure when Blanche and I wrote or wired her enthusiastically after we had read a new manuscript. She told me that *Shadows on the Rock* was the only book she had ever felt nervous about, and that it was a great comfort to her that Blanche and I and other people in the office had confidence in it.

Publishers are always asked about the influence wielded by book reviewers and other people who talk and write about books. When I was a young man William Lyon Phelps, or "Billy" as he was known to everyone, was in his prime as a teacher at Yale. There was no question of his ability to convey his enthusiasm for a book to many, many readers. The same was true of Henry Mencken, though Henry frequently made sales for a book by damning it in his characteristically exuberant and amusing fashion. Burton Rascoe, writing regularly in the Chicago *Tribune*, had a very sizable following, as did Fanny Butcher on the same paper. When Henry Sell started a book page for the Chicago *Daily News* he wrote lead reviews himself that were frequently contagiously enthusiastic. Heywood Broun had a considerable following. Indeed, I remember that when we published Floyd Dell's first novel, *Moon-Calf*, it sold very modestly until Broun printed something like—I can't remember the precise words, but this is about what he said: "Read *Moon-Calf* by Floyd Dell; yes, even *Main Street* can wait." And *Moon-Calf* was on its way.

Even so, the influence of the critic was usually strongest when he had no connection with the world of book reviewing. Thus in the early Thirties, when Walter Lippmann devoted a column to high praise of a new book by Sir Arthur Salter, the publisher sold out his edition the same day. When George Sokolsky, writing in the old New York *Sun*, strongly recommended a small book on Japan by Hugh Byas that we had just published, we began to receive telephone orders for it the same afternoon. When Theodore Roosevelt reviewed an early book by William Beebe in the *New York Times Book Review*, Beebe was established at once as a very popular writer. And of course there's the classic example of Stanley Baldwin's reference in an after-dinner speech when he was British Prime Minister to the books of Mary Webb, which had enjoyed very small sales up to that time, though they had presumably all been reviewed in the usual way.

Things are different today. I know of only one man writing about books professionally who can really *make* one—Orville Prescott of the *New York Times*. And I must say in fairness that Mr. Prescott's enthusiasm must be wholehearted and without reservation of any kind.

But to return to Miss Cather. In August 1931, when *Shadows on the Rock* had sold over 65,000 copies, I wrote her: "I am glad that you feel as you do about the New York reviews. I am pretty sure that it has taken the better part of four years for most of these people to become convinced of the greatness of the *Archbishop*. I suppose when your next novel comes out they will be writing what a grand book *Shadows on the Rock* was."

She had written me that the New York reviews had not disturbed her and recalled that when the *Archbishop* had come out the reviews, with few exceptions, were very nasty. Indeed, she said that the worst reviews she ever got were for *My Antonia*—that in the whole country there were only three enthusiastic ones—that only *A Lost Lady* and *Youth and the Bright Medusa* had had good reviews. In fairness I must add that *Shadows on the Rock* did get some very good notices, especially those written by Governor Wilbur L. Cross of Connecticut (formerly a very distinguished professor at Yale), by Fanny Butcher in the Chicago *Tribune* (she was ever faithful to Cather's work), and by the reviewers in the San Francisco *Chronicle* and *The Atlantic*. And in 1934 when she was traveling in Europe I wrote her that "*Lucy Gayheart* pursues the even tenor of her way—without benefit, as usual, of the reviews." And a little later when the sale had nearly reached 50,000 copies: "I hope you don't read many of the American reviews—vicious is the only word to be applied to most of them. I almost wish we had sent out no copies of the book for review at all."

So I think another generalization holds: reviews alone don't sell books.

AT about the time that Miss Cather brought us *Youth and the Bright Medusa*, Mencken came to us; so did Carl Van Vechten, Clarence Day, Hergesheimer, Thomas Beer, Sigrid Undset, Kahlil Gibran, and Katherine Mansfield, and with none of these was an advance ever a consideration. They came either through a friend of the house, or, like Willa Cather, because they admired what we were doing. We did, I think, pay small advances to Katherine Mansfield and once Gibran asked us for $2,000 for his *Jesus, the Son of Man*. We paid it cheerfully enough and naturally went on to offer it for his next book, only to have him refuse it. He explained that when he asked for it he was only testing our belief in him and was now quite satisfied. So when I think of what publishing is like today I realize how spoiled we were. And not only because most of our authors trusted us to give them fair contracts but also because they were competent professionals who wrote their own books. We read their manuscripts with pleasure and admiration and they cherished our enthusiasm, but we never thought to tell them how to improve on what they had done. (Once in a while we might come up with an idea—never for a novelist—but somehow the resulting books were usually their authors' less successful ones. Logan Clendening's *The Human Body* was a notable exception.) Of course there are such writers on our list today—the names of John Hersey, Elizabeth Bowen, Conrad Richter,

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Jon Godden, Ross Macdonald, Hammond Innes, John Updike, Robert Nathan, and Shirley Ann Grau come immediately to mind.

These, you will notice, are all novelists. What about writers of nonfiction? Here the literate publisher soon becomes bored stiff by men and women (and there are so many of them) who have good material but can't organize it or write decently. I am not speaking of the public figure, say a great industrialist—we have no right to expect him to be a writer as well—but people who think they can write books and really want to write them but simply have not mastered competent straightforward English prose. When I complained about the horrible style in which a manuscript had been written by friends of his, the late Walter P. Webb told me that these were simple folk while I was a sophisticated city slicker who wanted elegant prose. I told him he could hardly have been more mistaken, that I had given up years and years ago any hope of finding elegant prose where it didn't exist in the first place. In my insanely quixotic days I have worked over manuscripts by friends and suffered that most painful and infuriating experience of having to read sentence by sentence very slowly to make sure that the author had at least made his meaning clear. And these were manuscripts by men whose letters and speech possess all the simple good qualities that their formal writing lacks. How can this be so? Absence of training—rhetoric and composition it used to be called when I was young—the consequent lack of an ear, and laziness, sheer laziness. And above all—and this I want to emphasize – that ever-present editor who makes it so easy to get a book accepted for publication. The writer who can't do his job looks to his editor to do it for him, though he wouldn't dream of offering to share his royalties with that editor. However, the editor as often as not is lazy, too, has a poor ear, and is less than eager to tackle work that is boring at best and painfully slow. I have read many a book of ours with a feeling of shame for the shabby way in which the editor had dealt or rather failed to deal with the author's prose.

ON the other hand there are historians—and people in other disciplines too; I just happen to know historians best—who *can* write and with whose prose one would not dare to tamper. Samuel Eliot Morison comes immediately to mind. And Kenneth Stampp is one of the only two writers who have ever given me a typescript so letter-perfect that not a word or capitalization or punctuation mark had to be altered before the printer began to set.

But publishing has changed. Only recently I read in a piece by a young editor that "the primary function of a good editor is to mediate between the writer and their mutual employer, the publisher. To the writer the publisher represents society and is therefore the enemy." The young man continued: "A writer once defined for me the typical publisher-author relationship as a 'knife to the throat.'" While this writer may have thought he was uttering an original epigram, I can tell you on good authority that it was my first employer, Frank N. Doubleday, who told a younger colleague that the relationship of the *agent* to a publisher is that of the knife to the throat. My young man went on: "To the publisher, the writer represents a punchy meal-ticket: *i.e.*, an amalgam of economic unreliability and social instability." And earlier in the same piece he wrote: "It would be impossible to overestimate the importance of a good editor to a good manuscript." This young editor is a successful one, and I am told a good one as editors go these days. But he seems to me to confuse the functions of the editor and the publisher. After all, if the publisher is anything like the man he ought to be he will have great curiosity, broad interests, and that very old-fashioned quality, taste. Of course, many publishers today are making a great deal of money out of books that can only offend the taste of any cultivated reader. If the publisher is wise, he will try to publish to please himself. I always envied Grasset, the French publisher, the series that he called "Pour Mon Plaisir." The English language, alas, just doesn't lend itself to so perfect and charming a phrase. To publish what you don't like because you think a lot of readers will disagree with you is, I think, a mistake. Of course, I have published many, many such books, but if you select from our entire list only those titles that have sold more than 100,000 copies in the original edition, you might well conclude that virtue *is* rewarded. And even in the field of college textbooks, which I am not talking about here, the one that I have long regarded as the best we have ever published has had by far the largest sale of any that bear our imprint.

I have said that reviews don't sell books. Does advertising? It certainly cannot sell a book that people do not want. If this were not the case a publisher would only need sufficient capital to insure his success. To be sure, a publisher faces an almost unique problem in that each book is a product completely different from every other book on his list, and he must somehow or other advertise all of them, even though he knows much of the time that he is pouring good money after bad. When I talk about advertising I always think of what happens when you attempt to push an automobile. If it is standing still on dead center it takes a tremendous application of force to move it. But if it is already moving, even ever so slowly, an occasional push will keep it going and may even speed it up. Thus if a publisher were the enemy of the author that my young editor says he is, he would hardheartedly confine his advertising to those of his books that were selling. Yet no publisher does this. Well then, what does make a book sell? Charles Darwin gave the right answer to Samuel Butler when he was asked this question: "Getting talked about is what makes a book sell." And sometimes even that talk is so soft and gentle that the publisher never hears it. In 1923 we published Kahlil Gibran's *The Prophet*. Up to that time we had published three books by Gibran and their sales were tiny. We sold 1,300 copies of *The Prophet* the first year, 2,600 the second year, over 5,000 the third, and in no year since then have we sold fewer than 10,000. In fact the annual sale rose by slow stages to over 70,000 and last year exceeded 175,000. We advertised the book only once, and, believe it or not, the sale seemed to slow down. We stopped the advertising in a hurry. Incidentally, *The Prophet* is another one of those books the appeal of which seemed to be well known to its author before it was published. Whenever I saw Gibran in the few years of life that remained to him after 1923 and gleefully reported how well *The Prophet* was doing, his reply was always the same—he shrugged his shoulders and said: "What did I tell you?"

(This article will be concluded next week.)

LEARNING RUSSIAN
CAN BE FUN with
MOZAIKA

Mozaika is a new and unique aid for the study of Russian. It is an illustrated monthly reader of lively, entertaining material written in simple Russian. MOZAIKA is edited for beginners as well as those who want a "refresher" course. To help the beginner there are Russian-English vocabulary and phrase guides, a "grammar corner," and pronounciation aids. MOZAIKA entertains while you learn, with stories, articles, poems, topical items, science news. Published in Poland. *1-year subscription (10 issues)—$2.50.* (Teachers: special 10% discounts for class subscriptions of 10 copies or more.) WRITE FOR SAMPLE COPIES or order subscriptions from:

FAM BOOK SERVICE
69 Fifth Ave., New York, N. Y. 10003

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

EDUCATION IN AMERICA

EDITORIAL **55**

LETTERS TO THE EDITOR **56**

A UNIVERSITY PRESIDENCY
By Eric Ashby **58**

THE LOYALTY OATH: 1964-65
By Tom Kaser **60**

THE RETURN OF MONTESSORI
By Edward Wakin **61**

LET THEM HAVE BOOKS
By Martin Rossoff **64**

SCHOOLS MAKE NEWS **66**

GUIDANCE PROBLEMS: CULTURAL OR . . COSMIC?
By Raymond Mammarella and Joseph Crescimbeni **67**

WHILE SCHOOL KEEPS **68**

THE MAGNITUDE OF THE AMERICAN EDUCATION ESTABLISHMENT **70**

THE EDITOR'S BOOKSHELF **71**

BOOK REVIEWS
"The Scientific Age: The Impact of Science on Society," by L. V. Berkner, reviewed by Ronald Gross **72**

"Comparative Guide to American Colleges, for Students, Parents and Counselors," by James Cass and Max Birnbaum, reviewed by Abraham Lass **73**

"How to Teach Your Baby to Read: The Gentle Revolution," by Glen Doman, reviewed by Millie Almy **74**

This supplement is sponsored by the Fund for the Advancement of Education. The editors of SR retain responsibility for the contents.

All correspondence intended for the Education Supplement should be addressed to: Education Editor, Saturday Review, 380 Madison Avenue, New York, N.Y. 10017.

Education Editor: PAUL WOODRING
Associate Education Editor: JAMES CASS

Citizens and Their Schools

WHEN AMERICANS want to promote their favorite social or political cause, they form a committee. Their objectives are often diverse—they may want to amend the U.S. Constitution, or they may seek to defeat the local dog catcher for re-election. But no matter what the goal, the means is always the same—to organize a committee. It has always been so, and remains so today.

More than a century ago Alexis de Tocqueville noted this willingness to cooperate in behalf of a cause, and pointed to it as a national characteristic that set Americans apart from their European contemporaries. In *Democracy in America* he observed that:

> Americans of all ages, all conditions, and all dispositions, constantly form associations. They have not only commercial and manufacturing companies in which all take part, but associations of a thousand other kinds—religious, moral, serious, futile, extensive or restricted, enormous or diminutive. The Americans make associations to give entertainments, to found establishments for education, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes; and in this manner they found hospitals, prisons, and schools. . . . Wherever, at the head of some new undertaking, you see the government in France, or a man of rank in England, in the United States you will be sure to find an association.

Certainly education has been richly served, over the years, by the voluntary groups that have been formed to marshal support for the schools. From the citizens' organizations that promoted the development of the public schools in the early years of the nineteenth century, to the founding of the PTA before the turn of the century, to the many groups that came into being in the years after World War II, education has never lacked for supporters. Yet it has never had enough. And the task of developing support for the schools can, by its very nature, never be completed.

During the decade of the 1950s the National Citizens Commission for the Public Schools, and its successor, the National Citizens Council for Better Schools, helped spark a nation wide revival of interest in elementary and secondary education. Under the aegis of the commission and the council thousands of local citizens' committees were formed to work with school boards and superintendents in studying educational needs, and in arousing community support for the schools. More than three-fourths of the states established state-wide committees to supplement and coordinate the work of local groups. And the slogan "Better Schools Make Better Communities" became familiar to Americans all over the country. When the council closed its doors in December 1959, it seemed that a decade of devoted effort by thousands of laymen and educators had alerted Americans as never before to the importance of their schools. And it appeared that Mr. Khrushchev's Sputniks would keep them alert.

Now, five years later, it is clear once more that the task of arousing community support is never done. New problems may demand new approaches, changing circumstances may require a shift in focus, but the basic need for an informed public remains. And, as in the past, Americans are continuing

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

to form committees to meet that need.

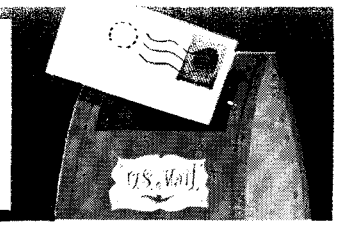
In a recent publication of the U.S. Office of Education, *Citizens Committees for Better Schools*, Gene Fusco, USOE specialist in school and community relations, reviews the development of the local citizens' movement in the 1950s and assesses its strength today. He concludes that "There is currently much evidence to show that the citizens committee movement remains strong; that thousands of committees throughout the Nation are very actively engaged in making studies and recommendations on school matters; that school superintendents and school boards not only welcome, but also take an active role in encouraging formation of such committees; and that, for the most part, these committees are effective and accomplish their purpose."

At the national level, the National Committee for Support of the Public Schools (1424 Sixteenth Street, N.W., Washington, D.C. 20036) continues to seek new ways to stimulate more adequate financial support for public education. Established a little more than two years ago, the committee is, in many ways, the spiritual heir of the commission and council that provided national leadership in the 1950s, but its program is far more sharply focused. While eschewing any role as lobbyist for specific legislation, the committee has sought better understanding by the public generally of the need for a higher level of support for the schools. To this end it has sponsored a number of meetings and publications, and now has just issued the first of a new series of "NCSPS Reports to Business and Industry," which will offer case histories of ways in which business organizations have helped to meet the pressing problems of the public schools.

At the state level a new committee, the New York Citizens Committee for Public Higher Education (276 Fifth Avenue, New York 1, New York), announced last month, presages new dimensions of the citizens' movement. Its program, still in the early stages of development, aims not only at strengthening higher education, but at making college-level study more easily available to the disadvantaged. Almost certainly both of these objectives will receive increasing attention from the public in the months and years ahead.

Clearly, many Americans continue to believe that the best way to promote a worthy cause is to form a committee. It seems plain, too, that many Americans continue to believe in the importance of the schools and are willing to work in their behalf. We would have cause for serious concern if it were not so. But it appears likely that the citizens' movement for the schools will continue to grow and to serve the nation. —J.C.

Letters to the Editor



Kudos for the Peace Corps

APPLAUSE FOR THE truly fine and thoughtful article, "The Peace Corps Volunteer Returns" [*SR*, Oct. 17]. Observations were not off the top of the author's head. I am engaged in correspondence with a young female Peace Corps volunteer stationed in Nigeria, and her thoughts and experiences closely parallel those mentioned in David Pearson's article. The Peace Corps is an organization that promotes self-examination, to say nothing of the infinitely valuable cause of peace it is furthering.

VALERY TAYLOR.
Inkster, Mich.

AS A HIGH SCHOOL teacher of social studies who was fortunate enough to receive a grant to visit the Philippines and India this summer, I am most pleased by your article "The Peace Corps Volunteer Returns." I met people of all walks of life in the nations visited and spoke to Americans in various capacities, but no one impressed me more than the Peace Corps volunteers I got to know.

Upon their return, we must assure these volunteers that their talents so useful for American foreign policy overseas are not wasted and dissipated at home.

We need the Peace Corps returnees—more than they need us.

NORMAN ABRAMOWITZ.
Sunnyside, N.Y.

Reading with i/t/a

NANCY LARRICK'S piece, "What 44 Letters Can Do" [*SR*, Sept. 19], is a precise and professional report on some of the developments in the burgeoning experimentation with Sir James Pitman's i/t/a in this country. However, when she says that "We do know that the effectiveness of any teaching materials depends in large part on the skill of the teacher in helping each child as an individual," she summarizes with a cliché that begs the question.

The point is whether this new method of teaching reading makes it possible for the teacher to get better results that are meaningful, rapid, and lasting. More significantly, does the use of i/t/a make the learning process by the child faster, more interesting, and productive of success?

I would like to refer to my own visit last December to the schools of Bethlehem, Pennsylvania, when I had an opportunity to see children of diverse backgrounds and various scholastic potential learning to read through the use of i/t/a, although the materials were only in their first stages. I saw children dealing with the English language and enjoying a rational and logical relationship between the symbols and the sounds of words that they already knew.

As far as I could determine, the experiment did not provide more time for the instruction of reading than in the traditional and conventional techniques, but allowed amply for concurrent work in enrichment, science, and the like. I believe there is much that can be learned from the unique ideas inherent in this experiment, which the students of linguistics have been pointing to for a long time. It is a happy culmination that those ideas are being applied at long last to the teaching of reading in English.

ABRAHAM TAUBER,
Dean of Faculty,
Bronx Community College.
The Bronx, N.Y.

NANCY LARRICK'S very fine article on the Initial Teaching Alphabet raises several questions that need a brief reply.

The alphabet developed by Sir James Pitman is a medium, not a method. The Tanyzer-Mazurkiewicz books use that alphabet to teach reading. But more than reading is involved in their "method." From the first workbook, children are encouraged to listen, to speak, to write, *and* to read. All communication skills are attended to. "Chatter should be stilled" only when it *interferes* with learning—and this must be left to the teacher's good sense, just as the teacher's good sense guides her in her use of the teacher's guides. Because these manuals are very complete, a teacher with no previous experience in i/t/a can use the series with no special training.

Miss Larrick mentions the problem of "unlearning." i/t/a is designed as a *transition* alphabet; its spelling and designs are geared to transition. A child no more unlearns i/t/a when learning the traditional alphabet than he unlearns walking when learning to run. One is a step toward the other; compatible skills and symbols are involved.

Miss Larrick worries that, as adults, i/t/a-trained individuals will read no better than their neighbors. All indications are that many who would not have read at all will be reading because of i/t/a. But, more important, all evidence to date indicates that i/t/a children have a confidence in their own abilities and an independence toward their learning experiences that is very special. They not only read better, write more freely, and speak better, but they are somehow different children. A child who knows that *red* begins with an *r* cannot understand why *wreath* begins with a *w*. His sense of logic is frustrated by his first experience with school. With i/t/a, however, logic works for him. He meets success instead of frustration and this makes a difference in the human being.

THEODORE B. DOLMATCH,
President,
i/t/a
Publications, Inc.
New York, N.Y.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

THE FIFTEEN TEACHERS who volunteered to try the initial teaching alphabet in the first-grade classrooms in the Bethlehem Area schools willingly accepted visitors. They averaged at least one group of three visitors every week. The teachers themselves were learning to use the initial teaching alphabet, developing materials, trying new methods. The curriculum each provided in the classroom differed as individual teachers differed, but it was rich in activities that differed from the classrooms Miss Larrick uses as criteria because the children had available resources that were previously denied first-graders. A daily activity in one classroom, for example, was a discussion of articles from the local newspaper.

Initially teachers felt they were teaching reading all day long—not an unusual reaction for a teacher of first grade. But when they were asked to write down their schedule of daily activities, they discovered that the writing, oral language, and reading activities, integrated when the initial teaching alphabet was the teaching medium, involved no more time than under the traditional program. First-graders took field trips, enjoyed art and music, had science experiences, in social studies learned more about the communities in which they lived, and were introduced to the science and language of numbers.

In the classroom there is a time for quiet, a time for chatter. When visitors are present to observe reading instruction, any teacher would hope the children not involved in the reading group would work independently and quietly.

The Bethlehem Area School District has a staff to be proud of. All we ask is a small measure of what is granted the scientist in the laboratory—reservation of judgment until the facts concerning the three-year Lehigh-Bethlehem project can be evaluated.

REBECCA W. STEWART,
Director of Elementary Education,
Bethlehem Area School System.
Bethlehem, Pa.

THE QUESTION THAT needs answering before the use of the Initial Teaching Alphabet becomes too widespread is this: Will experience with i/t/a be more or less beneficial to youngsters than the same amount of experience with the conventional alphabet *when their performance using the conventional alphabet is the criterion*?

There is no question that a start has been made in answering this question (see John Downing, "Teaching Reading With i/t/a In Britain," *Phi Delta Kappan*, April 1964). However, an educational psychologist would expect users of i/t/a to encounter the greatest difficulty when the time comes for them to transfer their skills to writing (not reading) traditional orthography. Especially, difficulty should be encountered in spelling words that require a special symbol when written in the Pitman alphabet. Data relevant to this problem are conspicuously absent.

WILLIAM B. GILLOOLY,
Assistant Professor of Education,
Johns Hopkins University.
Baltimore, Md.

ALTHOUGH THERE MAY be drawbacks, and although we don't know the effect on the child's later attitude toward reading, I take it as proven that first-graders exposed to reading through the i/t/a read significantly better than other first graders.

There is at least once case, however, where the effect of i/t/a could be positively harmful, and that is the case, not too unusual, of the child—whether he is extra bright or has been exposed to reading in the pre-school home environment—who enters the first grade with, say, a second-grade reading vocabulary. Is such a child to be required to unlearn what he knows, and then at the end of the first grade again unlearn what he has just been taught and relearn what he already knew in the first place?

JAMES W. HURSEY.
Newark, O.

Help for Foreign Students

I READ with great interest your provocative article "Do Not Bring Foreign Students, Unless . . ." (*SR*, Aug. 15). Certainly there can be no quarrel with your thesis, or its presentation. I would, however, like to call your attention to the positive efforts which are being made by colleges and universities, professional organizations, the Federal Government, and others to improve the situation which you so well describe.

The National Association for Foreign Student Affairs was established in 1948 to assist Foreign Student Advisers and their colleagues in developing effective programs for foreign students. Had you been familiar with this Association, you would have known of the grant given to it by the Department of State in May, 1963, to establish a Field Service Program designed to assist colleges and universities in strengthening their programs for foreign students in eight areas of concern.

I would like to call your attention especially to our new publications project *Guidelines*, which is being sent without charge to every named Foreign Student Adviser in the United States. The first two sections deal with "Responsibilities and Standards in Work with Foreign Students" and "Initial Orientation of Foreign Students." The Standards were first proposed by the NAFSA Ethics Committee and then adopted by the Board of Directors. I am sure that you will find that NAFSA has thought through the fundamental problems and issues related to having foreign students on an American campus. It is our hope that, through this wide-spread distribution, every college and university in the United States will give these matters more thorough consideration.

KATHERINE C. BANG,
Director,
Field Service Program,
National Association for Foreign Student Affairs.
Cleveland, Ohio

Educational Hall of Education

AS THE FATHER of four children who are now, or have been in the recent past, engaged in varied educational pursuits with varied success, I paid an early visit to the Hall of Education during our recent trip to the New York World's Fair. Early and quick!

I would agree with everything that Professor Redefer said about the Hall of Education [*SR*, Sept. 19] and still protest his inference that it is non-educational.

While I stood gaping, just like the professor, at "The School for Tomorrow," one son visited the commercial exhibits for a few minutes. He returned with a deck of marked playing cards.

I submit, sir, and anyone who has served in his country's armed forces will agree, that there is a great education to be had in playing cards with a marked deck. Especially someone else's deck.

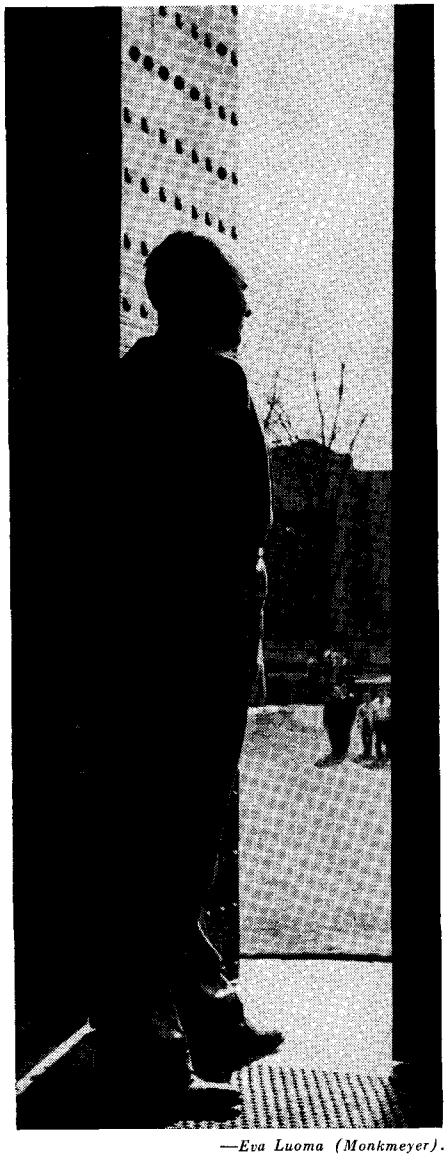
G. K. HODENFIELD.
Greenbelt, Md.

"I'm worried Alice. It's been weeks since it has insulted my intelligence."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A University Presidency: What It Takes

By ERIC ASHBY, *Master of Clare College, Cambridge, England, and former President and Vice Chancellor of The Queen's University, Belfast, Ireland.*



—*Eva Luoma (Monkmeyer).*

"Decision-making is very wearing and a considerable strain upon the character."

WHEN I left scientific work to become a university president, after having been a professor for thirteen years, someone gave me this advice: "Remember," he said "that in the eyes of professors all administrators are an evil. Say to yourself every morning: 'I am an evil: am I a necessary one?'" I took his advice; I have often asked myself that question and I propose to put down here some of the answers.

How have academic administrators—these apparent parasites on honest endeavor—come into being? Let us start with some axioms and assumptions. Both in the United States and England we are dedicated to the belief that people are individuals with free will and choice. We observe that they attach themselves to groups, communities and institutions. The purpose of their attachment is cooperation. They can choose, within limits, which units of society they will join. They still retain a personal and private life apart from the group, and in this area they continue to make decisions which are their personal and private affairs. But in joining a unit of society they agree to allow some decisions to be made for them by the group. This is true of small units of society like a college and it is true of large units of society like an industry or an army. In some groups they surrender all participation in the making of certain decisions; in others they take part in whatever decision-making is done by the group.

Even in small units of society decision-making can be difficult; some of you will know of this if you have driven your family into the country and the family has had to decide where to stop for a picnic. In large units of society, where the purposes of cooperation may be hard to define, decision-making becomes extremely difficult. One of two things is likely to happen: either the group fails to make a decision, in which case cooperation—the purpose of the group—disintegrates and the group disperses; or someone in the group assumes leadership, concentrates and clarifies opinion, and, as it were, precipitates out a decision. If he is skilled in exercising this leadership, cooperation is improved, the group's purpose is better fulfilled; and he may find himself repeatedly called upon to make decisions on behalf of the group. If he is not skilled, the group may disintegrate or it may seek another leader.

Such is the origin of the administrator. He is a man who precipitates out decisions on behalf of units of society.

No one is likely to dispute the importance of administrators for decision-making in certain institutions—for example, armies, industries, and jails. And no one is likely to dispute the utter irrelevance of administrators for decision-making in personal affairs like marriage (though this *is* a matter for administrative decision in some African societies) and in the creative arts of poetry and music and painting. When we come to science and scholarship the question is not so easy to answer.

The need, of course, is evident. It arises simply from the size and diversity of the cooperating groups necessary to support these activities. Robert Boyle and Charles Darwin were able to do their work without having to obtain the consent or even acquiescence of large numbers of people. When Boyle wanted to make a new piece of apparatus or Darwin wanted to build a new shed in his garden their desires did not have to be set against the rival claims of other scientists for apparatus and buildings. There are still a few corners of science and scholarship which can be cultivated in this way; but the vast majority of people who want to do research or pursue learning now have to join a unit of society organized for this purpose. Their wishes cannot be fulfilled without impinging on the wishes of others; they have to practice cooperation; over some decisions they must be willing to consent to authority: in a word they must put up with administrators.

When this change first came over science and scholarship, the problems of administration were simple; the cooperating groups were small and informal; the administrators were part-time amateurs, little more than spokesmen

This description of the university president's task is taken from an address delivered May 13, 1964, at Washington University, St. Louis, Missouri.

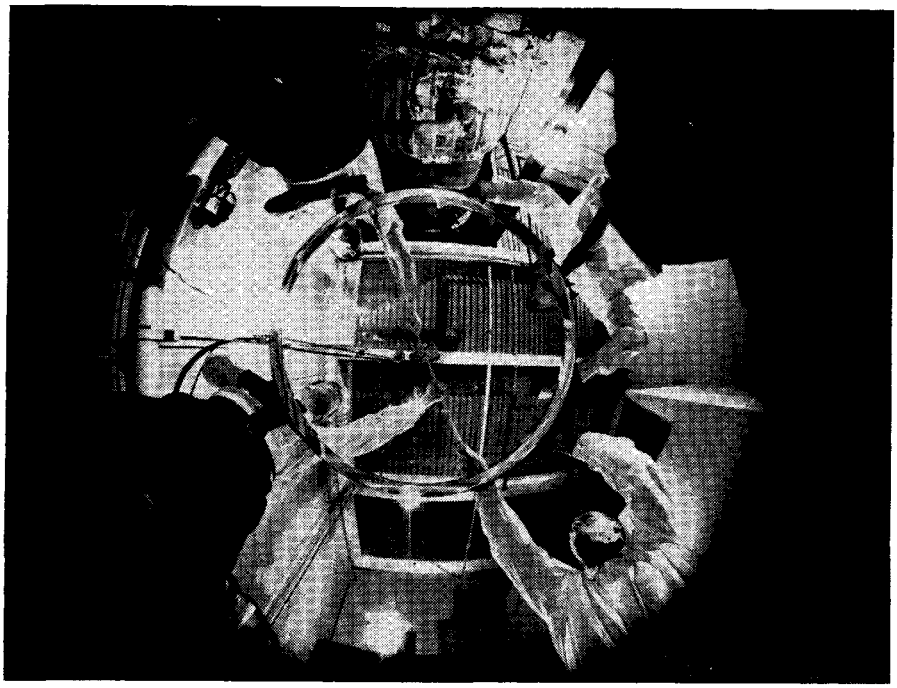
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

for their colleagues. In the University of Melbourne in Australia, for instance, which now has nearly 8,000 students there was no full-time university president until 1933. The professors ran the University in their spare time. Those easy days are over. The British universities alone spend about $30 millions a month, and 90 per cent of this money comes from public funds. Expenditure in American universities is astronomically higher. Universities and research institutes would grind to a halt without professional administrators. They act as channels of communications between the higher learning and society. On one hand they mobilize and transmit public support for higher learning; on the other hand they interpret the university to the people who support it.

You would think that a profession as important as the administration of higher learning would surely have some principles to guide its practitioners, but remarkably little has been written about this particular kind of administration. The textbooks on industrial management or public administration (there are plenty of them) don't help us much; for they make one basic assumption which is repugnant to the whole spirit of science and scholarship—namely that policy originates at the top and travels downward; whereas for all but certain kinds of applied research, policy originates at the bench, in the laboratory, in the library, round the lunch table, and percolates upward and outward. In the army, in government service, in industry, a big overall decision made at the top generates a wave of subdecisions running out into the remotest channels and creeks of the organization: to the private soldier, the stenographer, the truck driver. In organizations concerned with science and scholarship there are foci of decision-making all over the organization, making decisions which somehow have to be co-ordinated if the integrity of the organization is to be preserved, and coordinated in such a way that they suffer the minimum of restraint. There has been very little analysis of this sort of organization. Administrators of higher learning have to grope their way in darkness toward the principles of their profession.

Let us now join them in this groping. Let us watch the academic administrator at work. I choose an administrator from Britain because I am more familiar with his habits, but I believe this summary of observations would be valid with some modifications for his counterpart in the United States.

A university is a society of scholars who agree to cooperate in order that they may more effectively advance and transmit knowledge. The chief administrator in all but two British universities (Oxford and Cambridge) is a permanent official, the principal or vice-chancellor. He corresponds to the American university president. His function is to promote the purpose of the university. He cannot directly help scholars to teach or to do research; on all but one of the subjects in the curriculum he probably knows less than the youngest assistant, and in the one subject which was his own expertise (if he ever was an expert) he is likely soon to become hopelessly out of date. What then can he do to promote the purpose of the university?



—*Monkmeyer.*

"The vast majority of people who want to do research or pursue learning now have to join a unit of society organized for that purpose."

The function of the chief administrator in a university is to insure that the decisions which are made preserve the cohesion of the institution, are consistent with its purpose, and contribute to its integrity. To fulfil this function, he has to think in terms of balance and perspective. The professor of biology may be a Nobel prizewinner but the distinction of his research school will not compensate for a weak library or squalid catering arrangements for students or a badly equipped and quarrelsome medical school.

A good president regards it as his prime duty to stock the university with experts all of whom constantly have new ideas and are constantly pressing for more money, more accommodation, more staff. If any of them are *not* enterprising the institution tilts out of balance; the more enterprising they are, the greater is the centrifugal pull on the administration. In any healthy institution innovation and enthusiasm outrun resources and so there arises a succession of conflicts.

The purpose of the institution is cooperation, but its vitality depends on

(*Continued on page 77*)

—*Hays (Monkmeyer).*

"There are often committees to whom responsibility can be passed."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Loyalty Oath: 1964-65

" 'Tis not the many oaths that makes the truth,
But the plain single vow that is vow'd true."
—*All's Well That Ends Well,* Act IV

By TOM KASER, *education writer for the Honolulu Star-Bulletin.*

LATE in 1957, immediately after the Soviet Union successfully launched the world's first man-made satellite, Congress suddenly became aware of the need for more scientists in this country. The result of this awakening was the National Defense Education Act, passed in August 1958, which authorized the projection of a seven-year $1 billion loan program for students and schools across the country. According to the *Congressional Record,* this was the first time Congress had endorsed the principle of a federal contribution toward general education.

A slightly audible protest from educators followed the passing of the loan-granting act, not because of what it was designed to produce but because of what it required of a selected group of Americans who sought the loans: the signing of an oath attesting to one's faith in and allegiance to the United States. A few inside headlines were made by some teachers and students who refused to sign the oath, but most Americans dismissed these cases as the work of pinkos, communists, and crackpots.

But then a more responsible and unified voice of protest came forward. Some thirty-two U.S. colleges and universities, including many institutions in the Ivy League and Big Ten, refused to have any part of the NDEA loan program so long as the disclaimer affidavit was compulsory. Also objecting were sixty-four other colleges, which voiced official protests but still accepted NDEA scholarship applicants.

The next year Senator John F. Kennedy fruitlessly tried to abolish the oath section of the act on the grounds that it was useless because (1) real subversives wouldn't hesitate to take the oath and (2) that it classifies students and teachers as second-class citizens by forcing them to make a public gesture of loyalty to qualify for a governmental benefit, while the loyalty of other Americans receiving federal aid is presumed.

Eight years before this time, on the threshold of the infamous McCarthy investigations, the University of California was to go through a bitter loyalty oath controversy when the university's Board of Regents decided to require all employees to sign special non-Communist disclaimer affidavits. The oath requirement was enforced, but only in the form of what most educators regard today as a Pyrrhic victory. At the end of a three-year struggle for what they considered their academic freedom, more than 100 scholars, including some described as "among the illustrious minds of our generation," resigned, were fired, or were simply not reappointed. As a result, the university was forced to drop fifty-five courses from its curriculum for lack of instructors. Entire departments were crippled. Some 1,200 faculty members from forty other colleges and universities condemned the U. of C. action. Twenty-three academic societies also criticized the California loyalty oath and recommended that their members refuse appointments to the troubled institution.

And what good did the regents do in their attempt to root out the Reds? Only two persons were labeled as communists, one a piano player employed in dancing classes and the other a part-time graduate student working as a teaching assistant. In an editorial *Look Magazine* chided the California loyalty oath by saying it "labored like a mountain and produced two tiny mice."

> I do solemnly swear that I will bear true faith and allegiance to the United States of America and will support and defend the Constitution of the United States against all enemies, foreign and domestic.
>
> And I do further swear that I do not advocate, nor am I a member of, any party or organization, political or otherwise, that now advocates the overthrow of the government of the United States or (this state) by force or violence or any other unlawful means; that within five years immediately preceding the taking of this oath I have not become a member of any such party or organization . . .
>
> —Section of NDEA oath.

The California case and various NDEA protests are not the only loyalty oath objections to crop up in the last decade. In fact, there seems to be an increase in these cases within the past few years. Some of them:

• In 1957, Hjalmar Andersson, an Evanston, Illinois school janitor, resigned from his job after working two years without pay because Chicago School District 65 couldn't pay him until he signed a loyalty oath. Mr. Andersson said he felt the law encroached on individual freedom. When he resigned December 1, 1957, District 65 owed him $7,557 in back pay, but he still refused to sign the oath. Shortly after that, a statute of limitations permanently returned Mr. Andersson's uncollected checks to the school board. Today, at fifty-eight, Mr. Andersson is still jobless and living with his uncle in Evanston. His main source of support is a refund from his pension plan.

• In March 1960, a sixteen-year-old New York City high school youth, described by his principal as "a good kid" and "an intellectual who doesn't accept things easily," refused to sign a loyalty oath required by the local board of education in order to receive a diploma. The student, Edward Jahn, a senior at Bayside High School in Queens, said he believes the oath is a form of coercion. His family is Quaker.

• In June 1960, Dr. H. Bentley Glass, a biology professor at Johns Hopkins University and president of the American Association of University Professors, refused to sign a loyalty affidavit on the grounds that "to be forced to swear that one is not disloyal or subversive to one's country is like being forced to swear that one is not disloyal in marriage. For that, the loyal need no oath; the disloyal will swear anyway."

• In 1959, Marion R. Syrek, Jr., a Californian, refused to take the loyalty oath for a civil service job because he thought a clause prohibiting "overthrow of established government by force and violence" was questionable. Mr. Syrek pointed out that established government in this country was overthrown by force and violence in 1776. He took the case to the California Supreme Court, which on Aug. 2, 1960, ruled 4-3 that a man has the right to refuse to sign a loyalty oath if he conscientiously thinks he must reserve the right to revolt against future dictatorship. The high court ordered the state employment service to renew jobless benefits to Mr. Syrek.

The loyalty oath issue is not dead in 1964. In fact, the indication is that it is very much alive and will probably become one of the top national issues late this year or early next. One test case has just passed through the United States Supreme Court, and at least one

(*Continued on page* 79)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

—Photos by Charles Harbutt (Magnum).

"Dr. Montessori wanted self-discipline in the child, and attention to individual needs on the part of the teacher."

THE RETURN OF MONTESSORI

By EDWARD WAKIN *of the Fordham University faculty, who is author of "The Catholic Campus" and "At the Edge of Harlem: Portrait of a Middle-Class Negro Family," which will be published this winter by William Morrow and Company.*

AT THE TURN of the century, a remarkable Italian woman physician turned her considerable talents to education, proclaimed the "Century of the Child," and launched a child-centered program of education. When Dr. Maria Montessori died in 1952 at the age of eighty-one, she had long been recognized as the founder of an international movement whose congresses attracted official representatives from Belgium, Chile, Czechoslovakia, Egypt, France, Greece, the USSR and the United States.

Some forty years after the movement's dramatic rise and sudden fall in the United States, it reappeared in an unusual do-it-yourself resurrection wrought by parents concerned about the education of their preschool children. The movement born in Italian slums in the beginning of the "Century of the Child" reappeared in the post-World War II period of the anxious American middle-class parent.

The opening of the "pure Montessori" Whitby School in suburban Greenwich, Connecticut, in 1958, set off widespread fanfare about a school where preschoolers were already learning the three R's. The reactions were predictable: Montessori schools were glamorized, publicized, overexposed, overestimated, and, at least partially, misunderstood.

Parents took matters into their own hands, organizing Montessori schools for children three to five years of age. Since 1958, over one hundred Montessori schools have been opened all over the country. According to the American Montessori Society, about thirty were opened this fall and another forty are in the planning stage.

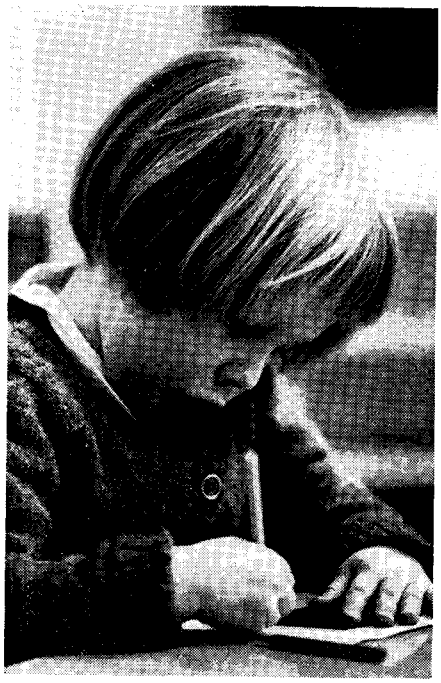
Until now, the Montessori message in America has been carried by a former associate of Dr. Montessori, E. M. Standing, and a dedicated disciple, Nancy McCormick Rambusch, who set the revival in motion by opening the Whitby School. With the publication of three basic but formerly out-of-print books written by Dr. Montessori, first-hand source material on her educational movement has finally become available.

The books are a noteworthy contribution to the literature of educational theory and practice and a necessary trilogy for anyone interested in the Montessori movement. The most important of the three, from the viewpoint of the current revival, is *The Montessori Method*, which focuses on the education of children from three to six. The other two concern education from seven to eleven: *Spontaneous Activity in Education*, which is theoretical, philosophic and persuasive in content, and *The Montessori Elementary Material*, which is practically a teaching manual.

For the educator, these books are bound to provide historical perspective and insights into the art of teaching; for the Montessori devotee, they will sit on the bookshelf next to the Bible. For the conscientious parent, there is much advice, understanding and analysis of the child as human being and as pupil, though more contemporary accounts

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"Each child works quietly at his private encounter . . .



. . . with a learning situation he has chosen."

may serve better as a parental guidebook.

What emerges from this trilogy is a picture of a sensitive, even profound, innovator who has a grand sweep and manner. Considering their vintage, the books are an impressive summing-up in which Dr. Montessori moves from inspirational pleas for understanding the child to such practical matters as the role of the classroom desk.

The basic Montessori concepts are by now well known. The teaching must pay attention to the child, rather than vice versa. The child proceeds at his own pace in an environment controlled to provide the means of learning. Imaginative teaching materials are the heart of the process. Each of them is self-correcting, thus enabling the child to proceed at his own pace and see his own mistakes. Many of these materials in one form or other are already evident in American nursery schools and in educational toys. Particularly exciting is the engagement of the child's muscles and tactile senses in the learning process, as in the use of sandpaper letters so the child can "feel" them.

The inside of a Montessori classroom gives an overall impression of "controlled chaos", each child quietly working at his private encounter with a learning situation he has chosen. At the Whitby School, a class of pre-schoolers was typical of what is found in the Montessori classroom. A boy sat at his desk endlessly tracing circles within the boundaries of a metal inset and filling in the circles with parallel lines. He was learning to handle a pencil as he became familiar with geometric shapes. A girl sat on her personal rug fitting the countries of Europe into a metal jigsaw puzzle; another fitted pegs of various sizes into holes of matching sizes. They were using the self-correcting learning materials. Others formed words with colored letters, used red and blue rods to grasp addition and subtraction, beads for counting, boxes with compartments numbered zero to nine that contained corresponding numbers of sticks. The teacher moved among them unnoticed, guiding and encouraging them individually, but not intruding or interfering. She was on the alert, waiting for each child to be ready for the next step in a graduated system of learning.

While Dr. Montessori's advice to the teacher is no longer as revolutionary as it was, it is still worth recalling: "To be thus helpful it is necessary rigorously to avoid the arrest of spontaneous movements and the imposition of arbitrary tasks. It is of course understood that here we do not speak of useless or dangerous acts, for these must be suppressed, destroyed." Dr. Montessori wanted self-discipline in the child, controlled—and only seeming—chaos in the classroom, and attention to individual needs on the part of the teacher.

The main contribution of the current Montessori revival is already taken for granted: the preschool child is ready to learn. The revival was an important reminder of this fact for both parents and educators. But awareness of this fact of child life has been growing independently of Dr. Montessori's followers for some years, particularly in the work of psychologist Jerome Bruner at Harvard. At Rutgers, psychologist O. K. Moore has shown that even two-year-olds can learn to read, while mathematicians, scientists and economists have been lowering the age threshhold for learning their specialties. A Montessori devotee would call this a return to principles perceived by the founder of their movement; the child is no longer underestimated.

As these three books demonstrate, there are two aspects to the Montessori movement: its mystique and its methods. The methods are no longer revolutionary, though they are still eminently suggestive and, judging from the Montessori results with preschoolers, successful. But, as various educators have noted, updating of Montessori is needed to bring into the picture the scientific and pedagogical developments which have taken place since Dr. Montessori formulated her philosophy. Nor does it seem plausible to accept the attitude of Montessori purists that her method is not only the best way, but the only way, of educating preschool children.

In this country, Montessori schools have had numerous built-in advantages. Their pupils are culturally advantaged rather than deprived, the classes small and richly endowed with learning materials, the teachers dedicated and attentive. Even without the Montessori philosophy, a nursey school with such advantages would produce results. What is still lacking are systematic studies on the superiority of the Montessori classroom, all things being equal. The Montessorians promise to produce such data.

The Montessori mystique is another matter, and it comes through dramatically in the writings of Dr. Montessori. *The Montessori Method* and *Spontaneous Activity in Education* constitute a personal, carefully reasoned, and inspired exposition by the movement's founder. It is the same mystique that fills those Montessori classrooms which this writer has observed. No parent would hesitate to surrender his child to such tender and attentive hands. Anyone who has confronted his own child or other children in a Montessori classroom is bound to respond with sympathy and appreciation.

These writings of Maria Montessori ring with the spirit of reform that was emerging in the early part of the century. Sometimes they reflect their vin-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

New Reading on Montessori

Three basic books by Maria Montessori:

The Montessori Method (Robert Bentley, Inc., Cambridge, Mass., 377 pp., $6.50). The education of children from three to six. Introduction by Martin Mayer.

Spontaneous Activity in Education (Robert Bentley, Inc., Cambridge, Mass., 384 pp., $6.50). The Advanced Montessori Method, Volume 1: the education of children from seven to eleven.

The Montessori Elementary Material (Robert Bentley, Inc., Cambridge, Mass., 512 pp., illustrated, $8.50). The Advanced Montessori Method, Volume 2: the education of children from seven to eleven.

tage in the conditions described and the indignation expressed. Her idealism and optimism are summed up in *The Montessori Method* when she speaks out for liberty (within bounds): "Even as life in the social environment triumphs against every cause of poverty and death, and proceeds to new conquests, so the instinct of liberty conquers all obstacles, going from victory to victory." She is emphatic in arguing for liberation of the "inner force" in man and for removal of the "real punishment of the normal man," which she describes as "loss of the consciousness of that individual power and greatness which are the sources of his inner life."

Dr. Montessori's followers can undermine her contribution by overselling her ideas and presenting them as a panacea, instead of a provocative approach that can fit into current educational reforms. The Montessori movement may have lost its first battle in America because of unfair and one-sided criticism by John Dewey's progressive disciples, but it cannot win its current battle on enthusiasm alone, particularly if it is not brought into the mainstream of American education.

Its prospects are not helped by the internal dissension within the Montessori movement, but this was inevitable since it is a do-it-yourself movement carried forward by zealots and enthusiasts. The range of disagreement oscillates between ultra-orthodox Montessorians who are accused of being cultists and moderate Montessorians who are accused of deviationism. But this is an intramural battle more important to Montessorians than to educators in general.

Today, the educational climate is conducive to Montessori, particularly with the emphasis on the culturally deprived slum child. This is where Montessori will face its suitable test, not in suburbia where advantages are heaped upon the advantaged and where it is difficult to separate what the home does from what the school does. One such test, with Chicago slum children, already has had promising results.

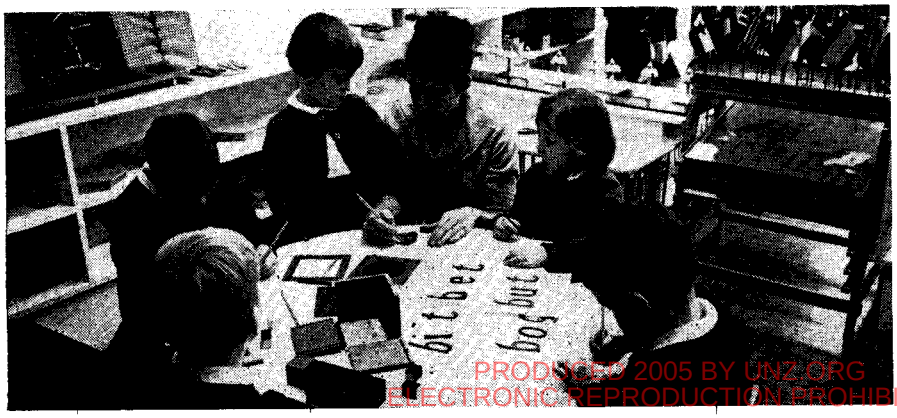
Meanwhile, the American Montessori Society and Mrs. Rambusch in particular, emphasize that the movement is non-denominational, though its origins both in this country and Italy were strongly Catholic. A recent survey conducted by the Society of thirty-eight Montessori schools in the United States found that only fourteen were denominational (thirteen Catholic, and one Presbyterian). The rest were non-denominational. As with the movement as a whole, the survey showed that almost all the children were preschoolers between three and five and that the schools had been organized by parents.

The mail arriving steadily at the Society's headquarters, which soars periodically with each new article or TV program, testifies to the reservoir of interest and dissatisfaction tapped by the Montessori movement. But Montessori needs to emerge from its revivalist spirit if it is to convince educators and officials. If professionalization is abused in American education, do-it-yourself is no answer.

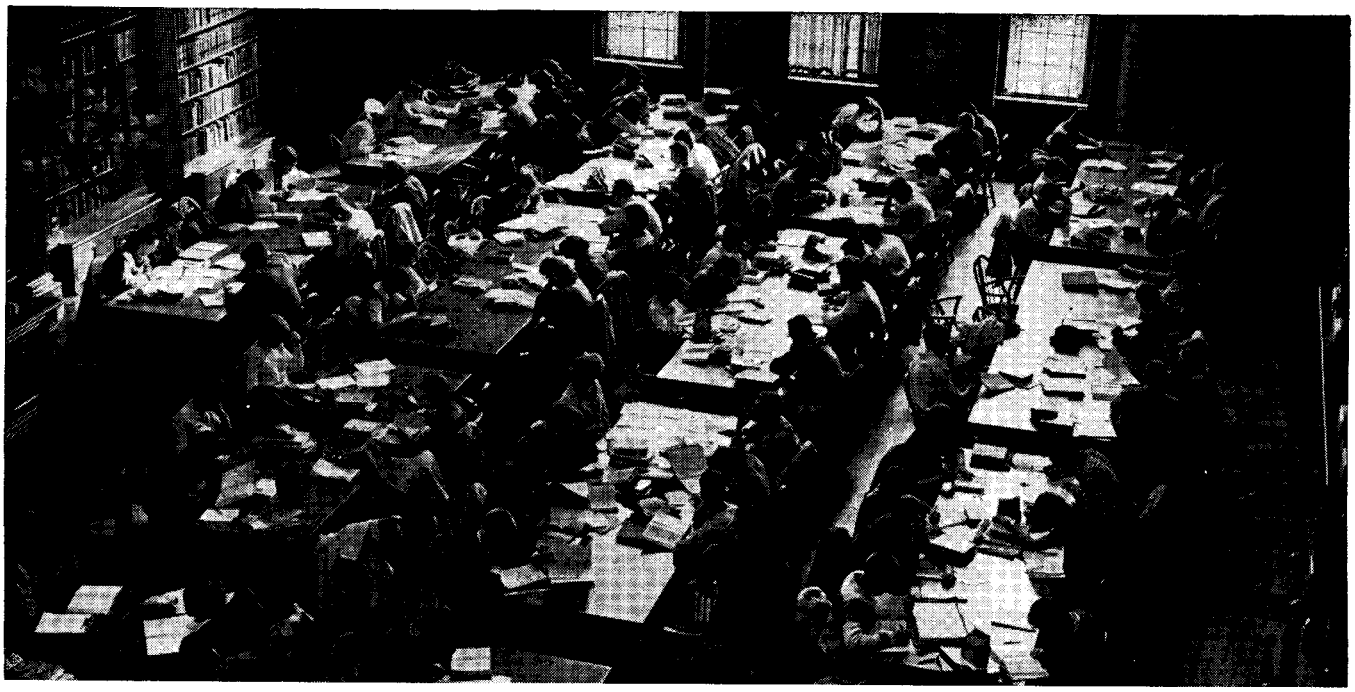
The appearance of these three basic Montessori books is a useful step in the direction of examining and studying the Montessori possibilities. As Martin Mayer remarks in his introduction to *The Montessori Method*, "Nobody who reads Montessori ever looks at education in quite the same way again, and the change is always for the better." This is not faint praise; few books in the laboring mountains of educational literature do as much.

"Imaginative teaching materials . . .

. . . are the heart of the process."



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



—*Education Facilities Laboratory.*

"The public library has been inundated by young people clamoring for books and services."

LET THEM HAVE BOOKS

By MARTIN ROSSOFF, *Librarian at James Madison High School, Brooklyn, New York, and author of "Using Your High School Library."*

IN JANUARY 1963 the city-county library of York, Pennsylvania, barred all junior and senior high school students from its reading room and reference collection. The action was taken when it became apparent that the library could no longer fulfil its community obligations and, at the same time, supply 1,500 youngsters a day with library space and materials. The policy was subsequently modified but the incident remains one manifestation of a new development in education. There were others.

In Shaker Heights, Ohio, the public library converted its basement into a temporary study hall for the exclusive use of students. Nine male teachers from neighboring schools were employed as part-time assistants.

The South Pasadena Public Library initiated a system of permits issued by the high school librarian when, in his judgment, a student required the added resources of the larger library. The permits were valid for one night only and were checked at the door by a paid attendant.

In Seattle, Washington, the public library petitioned for a daily call by a patrol car to all its branches to help maintain order. The police refused but offered instead to respond to any emergency requiring immediate assistance.

What had happened?

For years the public library had been trying to woo its teen-age clientele. It established young-adult collections and employed specialist librarians. It carried on a program of activities directed at the teen-age audience: book talks, discussion groups, film forums, hobby exhibits, and concerts.

Suddenly the public library was inundated by young people clamoring for books and services. Oddly enough, the unexpected deluge could not be attributed to any efforts of the library itself. It was the result of a complex of circumstances over which the library had no control.

There was, of course, the rising postwar birth rate, which meant that there were more young people around than ever before. At the same time, the burst of new knowledge outdated the textbooks and rendered obsolete much of what was being taught in the classroom. Coupled with these two factors was the shortage of classroom space and qualified teachers. Essentially then, the problem was one of teaching up-to-date subject matter to more pupils with proportionately fewer teachers.

A drive for improvement moved in two directions. The first was toward a curriculum related to the changing environment and the ability levels of students. Committees of specialists, generously supported by federal and private funds, rewrote and strengthened courses of study in the major subject fields. Advanced placement courses were introduced and bright youngsters mastered information formerly reserved for their older brothers and sisters in college.

Pupils were not only learning more, but were learning it by themselves. After years of experiment with one form of self-directed learning or another, the burden of education was finally shifting from the teacher to the pupil. Independent study and discovery were the order of the day.

SOME of this so-called independent study could take place in a laboratory, but the largest part of it required extensive use of printed materials. The library was the natural environment for this type of self-directed learning. Of course, it required the ability to read in depth and with understanding. It called for the exercise of powers of analysis and judgment. Above all, it called for resources of a magnitude found in few libraries.

Some far-out schools experimented with new programs that set aside large blocks of school time for individualized reading and research. But even in traditional schools teachers were compelled to assign supplementary reading.

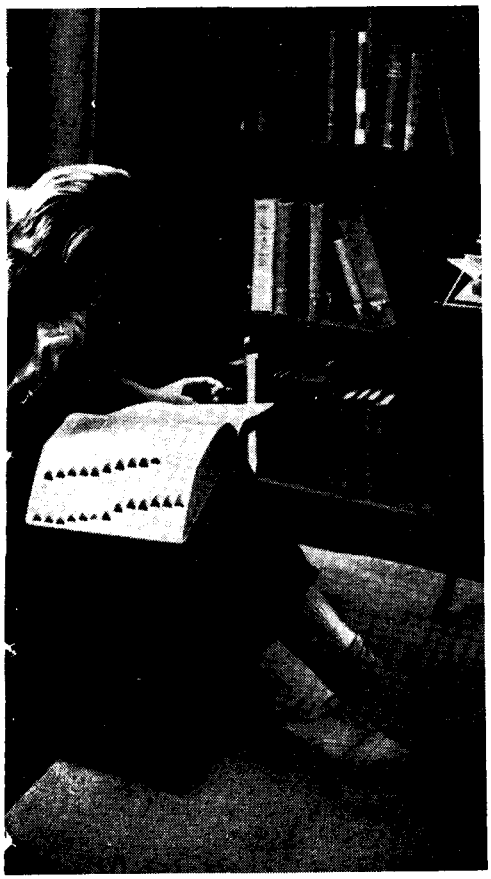
However, this type of activity cannot be carried out on a large scale without extensive library resources. It also requires extraordinary physical endurance

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

on the part of the participating librarian. Consider what happens when one teacher makes a simple assignment. The assignment is a reasonable one. The teacher asks his classes to read one article in a magazine on any domestic or foreign problem. This is certainly more feasible than asking all students to read the same article or an article on the same topic.

But what happens? Immediately 150 students must be serviced by one or more librarians. Sometimes topics have to be suggested. Instruction has to be given on locating desirable articles. The magazines must then be provided and their use supervised. Then they must be returned to their proper places so that they can be located again immediately upon demand. What happens when more than one teacher makes this assignment —or asks students to read more than one article? What happens when an entire department decides to go in for serious and worthwhile library projects?

In November and December 1961 one of the country's largest public libraries undertook to survey the extent to which its services and collections were being used by students for their school work. Its purpose was to determine the need for reading material in the Baltimore area and to make recommendations for meeting this need. The results have been released in a report entitled: *Students and the Pratt Library: Challenge and Opportunity.*



—Susan Greenberg Wood (Courtesy Educational Facilities Laboratories).

"The library is the natural environment for self-directed learning."

This important study revealed what had been suspected by librarians for a long time. It showed by first-hand evidence that reading had become central to the process of education but that no plans were being made to provide the necessary reading materials. It showed that students form the largest group of readers in the country. Two out of three teen-agers are readers and read an average of thirty books a year. More than half the students found their school libraries inadequate and were depending on the public library for most of their reading needs.

Although there were still large numbers of people who never went near the library, it was obvious that the enormous facilities of a great library were being taxed beyond capacity and could not possibly absorb a doubling of the demands anticipated within the next five years. A basic conclusion reached in the study was that we have taught children to read and created a tremendous demand for books without making any provision for meeting the demand. One recommendation was for the immediate doubling of all school library facilities. Unfortunately, the community has not worked toward a solution of the problem or even recognized its existence.

In July 1963 the annual convention of the American Library Association directed its attention to the specific issue of the country's first mass library audience and its utilization of books. A record attendance of 4,000 librarians attested to the interest in this subject on every level of service.

The convention's summation included, in addition to ten direct-action proposals, the point that we have the wealth to provide the books we need but have decided to use the money for something else. Disregarding military and space expenditures, it is to that "something else" we now turn.

There is no argument with the advocates of a more efficient use of teacher time and talent. Team-teaching, school aides, ungraded schools, independent study programs, and student regrouping according to instructional need are commendable. What is questionable is the wisdom of investing large sums of money for closed-circuit television, stratovision, analog computers, digital computers, retrieval systems, telefacsimile relays, and all the other electronic gadgetry, when the fundamental need is for books, libraries, and librarians.

Consider these facts: Seventy per cent of all Americans (some of them in rural areas, to be sure) have inadequate library service, or none at all. Ten million students, largely in elementary schools, do not have central libraries. (Classroom collections are no substitute for a rich, centralized library.) Secondary schools are providing only a fraction of the services and materials which students and teachers should have. Only one out of every twenty-four large school systems reports spending the $4 to $6 per pupil that is recommended by the profession. And if currently proposed standards for personnel are accepted, an estimated 90,000 additional librarians are needed in all types of school libraries.

What is being proposed to remedy this situation? The Educational Facilities Laboratory, a subsidiary of the Ford Foundation, presents a fascinating picture of the future school library in its publication *The School Library: Facilities for Independent Study.* The library is pictured as a spacious self-instruction laboratory consisting of reading areas, bookstacks, individual study carrels, a reference consultation room, offices for library and media specialists, a technical processes room, a teacher preparation room, and a control center. It visualizes the student seated in a well equipped cubicle, facing an impressive panel of knobs and buttons on which he dials for the information he wants. The information is transmitted on tape, TV, recording, microfilm, slide, or some other carrier.

Perhaps there are such dream libraries in wealthy suburban communities somewhere in the country. Perhaps a few more will be built in the next decade or so. But where does that leave the great mass of students converging on the large urban and consolidated schools in ever-increasing numbers?

The report does not minimize the difficulties standing in the way of a complete changeover to instructional technology. It admits that teaching machines are primitive, that programs are limited, and that cost is a serious consideration. The question naturally arises whether the solution is in transistors and expensive communicators. If printed materials can barely keep pace with the proliferation of new knowledge and even these sources are in short supply, how will electronics help?

Aside from books for their own reading, students in high school are asking for information on Tennessee Williams, Plato, Dostoevsky, on poverty in the United States, on international trade and the Common Market, on automation, disarmament, the population explosion. These topics go beyond the textbook. Will they be found in a teaching machine, a tape, a filmstrip, or a "continuous loop"? Or are they more likely to be available in books and periodicals at levels suited to the student's ability and at the moment of need?

What students need is not facts as facts, but the experience of locating information, examining it, utilizing or dis-

(*Continued on page* 80)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Schools in the News

The Negro children of Prince Edward County, Virginia, during the four years their schools were closed to avoid court ordered desegregation, suffered marked intellectual damage from their educational deprivation, according to a report released last month by a team of Michigan State University educational researchers. The public schools in that county were closed in 1959, leaving Negro children with no schooling until September 1963. The report's findings include:

► Among children who received no education at all for the four years, there were teen-agers unable to tell time, grade-schoolers who had forgotten how to read, six-year-olds baffled by simple verbal instructions.

► Compared with those who had some schooling, seven-year-olds with no education measured seventeen points lower in I.Q. At age nine this gap had widened to thirty-two points.

► Children who left the county and attended school elsewhere for all or part of the four years had higher educational and occupational aspirations.

► Communication between Negroes and whites decreased during the four years. Each race "tended to become psychologically deaf and blind to the actual feelings, opinions, needs, and desires of the other group."

The national shortage of qualified teachers has sparked an upcoming study by the U.S. Office of Education. It will aim to get behind the statistics to find what factors determine teacher supply and demand and what can be done about them. Specifically, the study will attempt "to identify and analyze the basic factors which cause or fail to cause able people to choose, prepare for, enter and, above all, continue for a lifetime in an educational career." Director of the study will be Dr. Harold W. Stoke, former president of Queens College, New York.

The "new history" may soon take its place alongside the "new math," the "new physics," and the "new biology," thanks to the recently created Committee on the Study of History, headquartered at Amherst College and the Newberry Library in Chicago. With $246,226 from the U.S. Office of Education in its pocket, the Committee has designed a project to improve the teaching of American History in the schools and in adult education. The Committee's approach will be similar to that of the other "new" curricula: to revitalize the subject and its teaching methods through the resources of secondary school teachers and academicians, and to help the student grasp the subject through his own critical faculties—by asking questions, examining original sources—rather than by learning uncritically the established conclusions.

A master plan to beat the dropout problem in Newark, New Jersey, now offers 100 unemployed high school dropouts jobs in six major corporations—if the dropouts will enroll in a special high school being set up in downtown Newark. The subjects given will be the same as those in the regular high schools, but adapted to the needs of employed students. The program will operate on a twelve-month basis.

A national educational television library will be launched in 1965 to provide an exchange service for ETV stations throughout the nation. There are now more than ninety such stations, and many more are expected during the next two years.

"It is essential that these new and existing stations become permanent community educational instruments in our society and that they bring much needed programming services to all audiences," commented C. Scott Fletcher, president of the Educational Television Stations, a division of the National Association of Educational Broadcasters. "The new television library will make selected non-credit programs and series available to any and all stations," he said. "We plan to select a location for it by the end of the year."

Financing the project is the National Home Library Foundation of Washington, D.C., through a grant of $80,000 to the NAEB, $45,000 of which are funds to be matched.

The Renaissance Man, whose authority covers many fields, is not a thing of the past, as popularly thought. Columbia University has found place and prestige for him through the creation of a new rank of University Professor.

This rank will be conferred upon "senior professors of the highest distinction" and will allow them to offer such courses as they think useful without regard to departmental boundaries. There will be no more than three University Professors at any one time.

Appropriately, in the twentieth century, the first University Professor is Dr. I. I. Rabi, Nobel laureate in physics. He hopes to devote classroom time to the consideration of the social and political ramifications of science.

The corporal punishment section of New Jersey school law has been amended to protect teachers from unjust prosecution when they must use "necessary force" on students.

New Jersey still specifically forbids corporal punishment—deliberate infliction of pain upon the body—in the schools. Untouched is the provision stating: "No person employed or engaged in a school or educational institution, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a person attending such school or institution."

Despite this wording, the Commissioner of Education, the State Board of Education, and the Superior Court have long recognized the responsibility of teachers to protect person and property in school, says the New Jersey Education Association. The new act translates into law some of the precedents established by decisions of these authorities. It provides that a school employee may, "within the scope of his employment, use and apply such amount of force as is reasonable and necessary 1) to quell a disturbance threatening physical injury to others, 2) to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil, 3) for the purpose of self-defense, and 4) for the protection of persons and property."

"The new wording does not give teachers any more right to strike a child than does the original," says Dr. Frederick L. Hipp, NJEA's executive secretary. "What it does is clarify a teacher's right to act under circumstances dangerous to others."

Applications for John Hay Fellowships in the humanities for teachers in public senior high schools are now being accepted. These fellowships provide teachers the opportunity for a year of individual study at one of six major universities. Each Fellow takes courses of his own choosing: some in his own subject, some in other fields, some for credit, some as auditor.

Stipends granted are equal to the teacher's regular teaching salary during the fellowship year, less any sabbatical or other pay which his school provides.

Interested teachers should write immediately to: John Hay Fellows Program, 9 Rockefeller Plaza, New York, N.Y. 10020.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Guidance Problems:

Cultural or Cosmic?

Almost everyone who has recently given attention to education recommends bigger and better guidance programs, but they are not always clear what they mean by "guidance." In this article two authors who are assistant professors in the College of Education at the University of Bridgeport suggest a useful approach to the identification of the problems with which schools and counselors must deal.

By RAYMOND MAMMARELLA and JOSEPH CRESCIMBENI

THERE are two kinds of problems that plague students today. The first type are those that result from living in our particular culture – the problems of meeting academic requirements, learning a vocation, earning a living, marrying and raising a family, accepting community responsibility, finding a social identity, attaining ego satisfaction through financial and social rewards, and also many others.

The other kind of problems confronts *all* human beings, not because they live in a particular culture, but because they are indeed *human*, that is, that they are men, that they belong to the species that possesses the peculiar power of self-consciousness and existential awareness, that they are, in short, creatures whose transpiring lives are played out against a background as mysterious as it is seemingly indifferent.

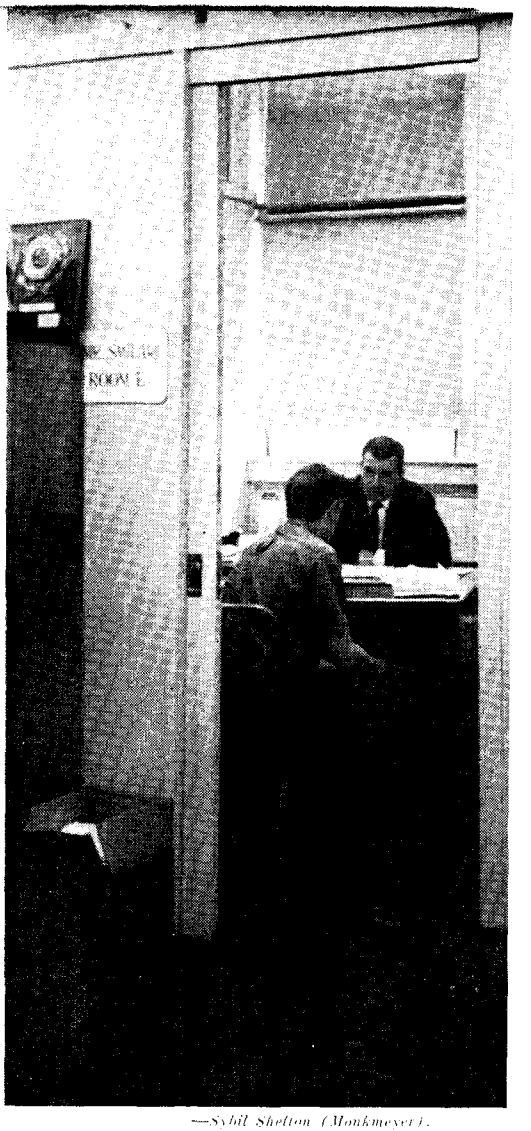
In the first category are the common, ordinary everyday problems of a man living in a particular culture, and they are made more pressing or less pressing by the structure of that culture, by its values and its mores. A man living in another society or in another epoch of civilization, or even in the same society under different circumstances might find his specific problems to be of a diverse nature. For an impoverished individual the most demanding challenge might be an economic one, and money and its products might loom large in his life and thought, whereas for a wealthy person the areas of social prestige and sexual frustration might dominate the personality and make seemingly imperative some kind of solution within this realm of existence. For an Eskimo the problem of sheer physical survival is the major part of his historical birthright.

In the second area lie the problems that come as a result of man's inescapable fate of suffering, old age, and death. The conscious fact that man is mortal impresses itself upon the fabric of his being and causes him no end of anxiety and confusion about the significance of his existence. He worries about the meaning of it all, wonders from whence he came and why, and ponders whether or not he is ultimately destined for some supernatural end or if total extinction is to be his final lot.

He may think about it intensely and continually, though perhaps fruitlessly, and discern with alarm the limits of his finite intelligence. He may try sincerely to determine his proper course of action in this unknown world, but may find that solid reasoning will not necessarily be his guide. He may be lost in the maze of possible choices with no certain knowledge of what to choose.

Now it is essential that the distinction be made between these two problem areas, because a confusion here may have disastrous educational consequences. If a school psychologist or guidance counselor were to diagnose a student's problem as belonging to one area, when in reality it stems from the other, then he would be committing a grave error, especially if the problem is essentially due to the human situation, while the counselor deduces it to be purely a social one.

Let us take, for example, the student who shows signs of insecurity and perhaps some slight social maladjustment, who confesses to feeling a sense of anxiety over the question of what he should do in life. The counselor who might too quickly adjudicate this to be a case of vocational guidance and give advice along that line may unconsciously be impeding the student's "human" development. After all, the question "What shall I do in life?" may have two disparate



—Sybil Shelton (Monkmeyer).

"Guidance counselors have been technically trained to perceive life in its social relationships."

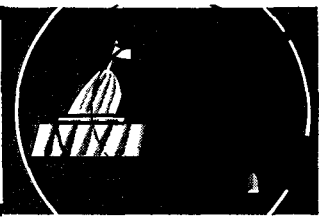
meanings: one meaning being "What career should I pursue that will most fulfill my psychological needs and serve my social ones?" and the other meaning being "What should I do to give my life cosmic significance?"

The first is a question of the best means to a desired end, the end being social happiness, but the second meaning is a question of goals, of values, of ends to be pursued. The student who asks the question with that intent may be just coming of age intellectually and spiritually. He may be just becoming conscious of his human nature and its relation to an overwhelming universe. He may be just beginning to sense the mystery of existence and his own place within it. In other words, he may be developing as a "human" being with a distinctive human consciousness, a human awareness. Therefore, the educator who distorts this budding sensitivity, by relegating the symptoms into the more easily manipulable social area, impedes the student's human development. He channels the student's energies into the pursuit of the definitive social goals of the

(*Continued on page* 76)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

While School Keeps



The U.S. Office of Education, primary agency of the federal government in the field of education, has often been bypassed as other departments and agencies developed their own—often extensive—education programs. As a result, federal interest in education has been diffused, uncoordinated, and often less effective than the total funds spent would indicate it should be. Coordination of the federal educational effort has been a subject for repeated discussion, but seldom for action.

Part of the difficulty has come from a lack of Congressional confidence in the USOE as well as from strong Congressional commitments to other departments and agencies. Leadership in the USOE, over the years, has not always been top-flight, and even when strong it has been frustrated by the limited functions assigned to the office in the law establishing it many years ago.

But a marked change has been taking place in recent years. Massive federal funds for education have been made available under the National Defense Education Act and the Cooperative Research Program, and the USOE has enjoyed considerable success in attracting capable men to administer these programs. Leadership of the office has been growing progressively stronger in recent years and there is considerable evidence that the present U.S. Commissioner of Education, Francis Keppel, is proving to be more successful than any of his recent predecessors in raising the prestige and broadening the influence of the USOE.

Tangible evidence of the change that has been taking place came last month when President Johnson issued Executive Order 11185, "To facilitate coordination of federal education programs." Major responsibility for developing policies to guide the federal educational effort is assigned to the Commissioner of Education. He is also made chairman of a new Federal Interagency Committee on Education, composed of representatives from the Departments of State, Defense, Agriculture, and Labor, the National Science Foundation, the Atomic Energy Commission, and the National Aeronautics and Space Administration. Function of the new Interagency Committee is to provide the means for working toward better coordination of educational policies and programs within the federal government.

It is not likely that a single executive order or a new coordinating committee will solve all the problems created by the scattered nature of our national educational programs. Nor will all the fiercely proprietary attitudes displayed by various agencies toward their own programs disappear. But the responsibilities assigned to the Office of Education and the Commissioner of Education carry with them the status that comes from the expressed confidence of the White House. The effect of this new prestige will make itself felt in a wide variety of ways in the months ahead.

The College Finding Service Kit, developed by the Educational Research Corporation (10 Craigie Street, Cambridge 38, Massachusetts, is designed to help college-bound students identify those institutions that are most likely to meet their requirements. Faced with the problems of selection among the many four-year and two-year colleges and universities in the U.S., students and their parents find informed help in the winnowing process most useful. Heart of the finding service are the descriptive data on 2,850 schools, colleges, and academic departments that are stored in data-processing equipment. The student, in consultation with his guidance counselor, fills in a specification sheet indicating the characteristics he seeks in a college: geographical location, size, tuition cost, whether it has fraternities, and the type of academic program he wants to follow. His specification sheet is then processed electronically. All the colleges that meet his requirements are identified and can be explored in greater detail since the total number to be considered has been reduced from several hundred to a dozen or two. Cost of the service is $4.75.

Civic education in the schools is about to be subjected to searching scrutiny by the newly formed Joint Committees on Civic Education. Composed of schoolmen and scholars from many parts of the country, the Joint Committees hope to bring to bear all existing knowledge and resources in the field in developing more effective means for training youth in the ways and responsibilities of citizenship. The program will be sponsored and coordinated by the American Heritage Foundation (11 West 42nd St., New York, N.Y. 10036), with initial financing of $500,000 from the Danforth Foundation.

Stimulus for the formation of the Joint Committees and the studies they are undertaking came from awareness that young people, age twenty-one to twenty-nine, are the least politically active of any age group in the electorate, that past approaches to civic education have been fragmentary and have had little basic research to guide them, that instructional materials in the field are inadequate, and that pioneering programs of this type in the past have not been adequately evaluated.

The various committees, each attacking a specific aspect of the broad question of civic education, will be aided and supplemented by the resources of four major institutions. Some of the programs and projects already under way:

► The Lincoln Filene Center of Tufts University will furnish staff assistance needed by several committees, among them the Committee on Curriculum and Materials and the Research and Theory Committee.

► The Survey Research Center at the University of Michigan will undertake a study of the results of civic education among high school seniors in the U.S.

► The National Council for the Social Studies will prepare a report on outstanding civic education programs already in being in the nation's junior and senior high schools.

► The University of California at Los Angeles, through the School of Education, the Law School, and the Department of Political Science, is laying plans for a long-range approach to civic education in the schools that will focus immediately upon introducing students more effectively to the concept of due process of law.

A two-year "groundwork" program for the Joint Committees has already been launched. The scope and nature of subsequent plans remains to be determined as the first phase of the project evolves.

The College Entrance Examination Board, at its annual meeting last month, announced plans for a massive program to develop college-level examinations. Purpose of the program will be to provide tangible evidence of academic competence for the growing number of students who transfer from one college to another, as well as for students who have gained their knowledge through part-time college attendance or independent study, for which they have not received standard college credit.

Transfer students often find that substantial amounts of credit earned at one institution are not transferable to another. And students who do not follow the traditional patterns of college attendance, or who pursue college-level study on their own, are seldom able to convert their knowledge into credit toward a degree. A national program of college-level examinations, widely accepted as valid measures of academic

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

competence by the nation's colleges and universities, would allow for far greater flexibility in the pursuit of knowledge, without penalizing the nonconforming student.

In recent years, as two-year colleges have multiplied, the number of students stepping from two-year programs to four-year colleges has increased dramatically. According to College Board President Richard Pearson, the migration of students from one four-year college to another has also grown rapidly—"at least as rapidly as total enrolments"—and can be expected to continue to increase in the future. And recent studies show that the number of adults taking part-time college work or studying independently has increased substantially in recent years, according to President Pearson, and "probably has reached a figure five times as large as full-time enrollments."

To solve the problem, the College Board proposes to establish a Council on College-level Examinations that would determine the need for examinations in particular subjects, determine whether appropriate examinations already exist that could be made available, and, when necessary, develop new examinations. The eventual objective would be a depository of college-level subject-matter examinations that college faculties would accept for awarding college credit.

Catholic schools and colleges have been involved for a number of years in intensive self-examination. The basic question that has stimulated the widespread soul-searching is "Does a Catholic education make a difference in adult behavior?" To date there have been some strongly held convictions, but very little objective evidence on which to base an answer. Now a preliminary report of a major study on "The Social Effects of Catholic Education" has been released by the National Opinion Research Center of the University of Chicago, where the study is continuing, financed by a grant from the Carnegie Corporation. A final report is expected within the next eight months. Among the tentative conclusions offered in the preliminary report are:

► Adults who attended parochial schools exclusively participate more regularly in devotional activities than do adults who received only part or none of their education in Catholic schools.

► There is no evidence that parochial schools "had any deleterious effect on civic behavior." The study discovered no differences among Catholic groups—or between Catholics and Protestants—"in friendship formation, in attitudes toward minority groups, in respect for civil liberties, in involvement in non-religious organizations, or in public affairs."

A revealing document, the preliminary report is interesting also for the reservations expressed by the authors concerning interpretation of some of their data, and the promise held forth for more highly refined analysis in the final report.

Wykeham Rise School, a private, residential, secondary school for young women that opened its doors last September, illustrates both the problems and the opportunities facing independent schools today. Founded in 1902 in Washington, Connecticut, and closed in the early 1940s, the school was re-established under circumstances far different from those that endured at the turn of the century. The hard realities of financing a private educational institution in the mid-1960s, and changing perspectives on a wide range of social attitudes, have caused many schools to reassess their role in our national life. Wykeham Rise's answer to the issues facing independent schools today is to build into its policies and program close cooperation with surrounding communities so that it may draw upon the rich resources of the area—writers, artists, and other professionals in many fields. At the same time, it is making its specialized facilities available to public school students in the area.

The new school is dedicated to a strong academic curriculum built around the humanities and the arts: dance, drama, painting and sculpture, and music. The arts are given a central place in the school program so that they may infuse and inform all other studies. As a result of this emphasis, the school offers unusual facilities and personnel for instruction in the field.

Neighboring public school systems, on the other hand, have only limited facilities for instruction in the arts at the elementary level, and virtually none in their secondary schools. Therefore Wykeham Rise is offering to talented students in the high schools of six nearby communities a program of advanced work in creative writing, dance, drama, music, and painting. Classes meet twice a week, from 3:30 to 5:30. Launched last month, shortly after the school opened, the program now serves about two dozen public school students, who are joined by about an equal number of Wykeham Rise's own girls.

In addition, the school is planning a summer program in the arts and languages that will be offered to qualified students from both public and private high schools in Connecticut. Each student will study one language and participate in a workshop in the arts that will aim at developing basic skills.

Wykeham Rise is not the only independent school to conceive of service to the community as part of its educational task, but it is unusual in its efforts to build into its initial program such close cooperation with neighboring public schools. The advantages to the community are clear. And certainly the school will benefit from more broadly based community support, as well as from the opportunity to keep its physical plant productively employed throughout the year. —James Cass.

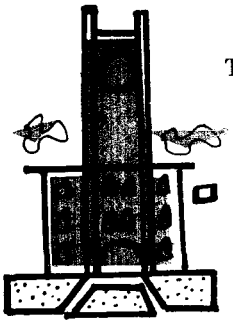
"Football is different. I've never heard of a dramatic coach being hung in effigy."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Magnitude of the American Educational Establishment

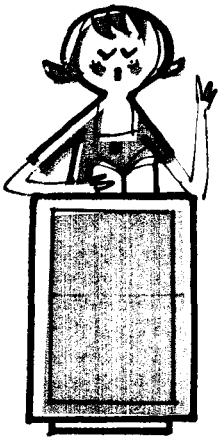
(1964-65)

More than 55,000,000 Americans are engaged full-time in the nation's educational enterprise as students, teachers, or administrators. Nearly another 180,000 make education a time-consuming avocation as trustees of local school systems, state boards of education, or institutions of higher learning. The breakdown is given here:



The Institutions

Elementary Schools	96,672
Secondary Schools	29,479
Universities, Colleges, and Junior Colleges	2,139
Total Institutions	128,290



The Teachers

Public School Teachers	
Elementary	953,000
High School	690,000
Non-Public School Teachers	
Elementary	140,000
High School	73,000
College and University Teachers	
Public Institutions	205,000
Non-Public Institutions	165,000
Total teachers	2,226,000

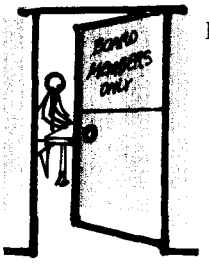
The Learners

Pupils in Elementary Schools (Kindergarten through grade 8)	
Public Schools	29,900,000
Non-Public (Private and Parochial)	5,500,000
Total Elementary	35,400,000
Secondary School Students	
Public High Schools	11,300,000
Non-Public	1,400,000
Total Secondary	12,700,000

College and University full- and part-time students enrolled for credit toward degrees	
Public Institutions	3,100,000
Private	1,700,000
Total Higher	4,800,000
Grand Total Students Enrolled	52,900,000

Administrators and Supervisors

Superintendents of School	13,106
Principals and Supervisors	91,059
College and University Presidents	2,139
Other College Administrative and library staff	48,400
Total	154,704



Board Members

Local School Board Members	143,533
State Board Members	840
College and University Board Members	35,000
Total	179,373

Figures are based on latest available estimates from the U.S. Office of Education and the National Education Association.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

the Editor's Bookshelf

Unlike most great nations, the United States has never had either a national system of education or a national educational policy. Instead we have fifty separate state systems, each with its own policy, plus many independent and parochial schools that are largely free of state control. Higher education is only loosely coordinated with elementary and secondary education. Despite the best efforts of professional associations, planning councils, and accrediting agencies, the various units of our system are very poorly articulated.

For more than a century, educators have called attention to the need for a national educational policy and more nationwide planning. But the facts that the United States Constitution does not mention education—and hence, by implication, leaves it to the states—and that the schools receive most of their support from local and state sources, have stood in the way of effective coordination. As a result the educational opportunities available to an American child depend on the locality in which he lives. Education quality differs greatly from state to state and even within different parts of the same state.

The growing mobility of the American people makes this chaotic situation increasingly intolerable. Many of the difficulties faced by the nothern cities in assimilating migrants, both white and Negro, from the rural south, result from regional differences in educational opportunity. Today, the quality of education in every part of the nation is of concern to all of us.

This concern provides the theme for James B. Conant's newest book, ***Shaping Educational Policy*** (McGraw-Hill, 139 pp. $1.95). Conant is convinced that the 1960's call for changes in our ways of shaping educational policy. He concedes that without a Constitutional amendment no one has the authority to establish a policy that will be binding on all the schools but believes that without so drastic a step it should be possible for the states to cooperate in such a way as to establish an effective nationwide policy.

Policy making, whether at the state or national level, should not, in Conant's judgment, be the work of professional educators alone. He believes that a major weakness of all but two or three of the fifty state departments of education is that they are too much a part of the educational establishment. They are little more than "willing tools" of the education associations and unwilling to respond to forces outside the establishment. And Conant adds, ". . . any amorphous unofficial body composed of public school administrators and professors of education is not now well suited to establishing policy for our public schools . . ."

State departments of education are most effective, in Conant's judgment, when the state superintendent or commissioner has a large measure of authority but is responsible to a strong lay board rather than to the professional establishment. He thinks highly of New York's Board of Regents which has more control over the schools within the state than any other state office of education.

Conant gives an entire chapter to a comparison of the state systems of education in New York and California. After recounting California's educational battles—the most vicious in the nation—in some detail, he concludes, "Leaving New York City aside for the moment, I would be prepared to go so far as to say that if one could imagine combining California's master plan for higher education with New York's Board of Regents and its Commissioner of Education, one would have an example of American public education at its best."

In a chapter on higher education, Conant explores the confusing patterns of higher education in Illinois, Texas, Pennsylvania, and other states and discusses the problem of federal assistance to higher education. He calls attention to the striking difference in per capita expenditure for *public* higher education among the states ($42.72 in California as compared to only $5.88 in Massachusetts) and traces this difference to the history of the role of private colleges and universities within the various states. Conant believes that every state should follow New York's example and take greater responsibility for the supervision of private colleges within the state. Specifically, the states should accept responsibility for closing down fraudulent "diploma mills" of which the American Council on Education estimates there are still at least 100 in the nation.

In his final chapter, Conant proposes "a new venture in cooperative federalism . . . a compact between all the states." He says, "To be quite specific, let me be bold and make a suggestion for a possible way by which the road to the development of a nationwide educational policy might be opened up. Let the fifty states, or at least fifteen to twenty of the more populous states, enter into a compact for the creation of an *Interstate Commission for Planning a Nationwide Educational Policy*. The compact would have to be drawn up by the states and approved by Congress. The document would provide for the membership of the commission and provide the guidelines for its operation."

The history of national councils, commissions, and conferences on education —of which there have been many—is not very encouraging. The local schools that most need to have their standards raised find it all too easy to ignore the recommendations of such groups. After reviewing the history of such groups, Conant concedes this, but points out that his proposed compact between the states introduces new elements that increase its chances of success.

This book is not intended primarily for educators, most of whom are well aware of the need for a national policy. It is addressed to all the American people. In his concluding pages, Conant appeals to all citizens concerned about education to make their voices heard at state capitals. He also appeals to state legislatures and the Congress of the United States to examine the need for interstate cooperation and take the necessary action. We hope that his voice will reach its intended audience for there can be no doubt that a national educational policy is long overdue.

—Paul Woodring.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Value of What Knowledge?

The Scientific Age: The Impact of Science on Society, *by L. V. Berkner (Yale University Press, 137 pages, $4), explores the relationship of higher education and economic growth in contemporary society. The reviewer is a freelance writer and editor of the book "The Teacher and the Taught."*

By RONALD GROSS

NOWADAYS every schoolboy and his guidance counselor know the answer to the question with which Herbert Spencer affronted his generation: "What knowledge is of most worth?" The answer, now as then—only more so—is Science.

Knowledge, once an ornament in a man or a society, has now become a meal ticket for the one, and a charm against economic disaster for the other. Peter Drucker has pointed out that to be educated, prior to the twentieth century, meant to be unproductive; no society could afford too many educated men. Suddenly, we find that our whole society's rate of economic growth hinges on the number of highly trained scientists, engineers, and technicians we can produce. The upper class of the future may well be called the "doctocracy."

L. V. Berkner is in a unique position to explain how this change came about and what it means for American education, government, and our moral life. He is a distinguished scientist who initiated the International Geophysical Year; as president of the Graduate Research Center of the Southwest he has attempted to catapult one of the nation's less developed areas into the forefront of scientific research and science-based industry. His book tells why we need more scientists and engineers and how we should go about getting them. It also suggests, by its inordinate emphasis on scientific and technical training, some of the dangers of the cause it celebrates.

Berkner sees our time as distinguished by a quite radical change in the character of industrial development. As we move into a "science-based economy of plenty," the dominant new industries which emerge are less and less related to the basic necessities of life. Electric power, the automobile, aircraft, the mass media of communication, nuclear and space industries are "adaptive" industries that do not directly provide the necessities of life, but make the individual far more effective in his daily environment.

These industries are our best hope for staving off the mass unemployment engendered by automation, for unlike the basic-needs industries, there is no ceiling on the demand for their products. But these "adaptive" industries rely heavily on innovations springing from basic and applied scientific research. Berkner therefore concludes that:

> . . . scientific research, supported and conducted on an adequate scale . . . together with a science-oriented technology, [are] the wellsprings from which major new industry will arise.

This generalization is being translated into concrete economic reality all over the nation. The remarkable industrial development since 1940 of such metropolitan areas as San Francisco, Palo Alto, Cambridge-Boston, and Minneapolis-St. Paul is largely attributable to the combination of three elements: strong universities, research facilities, and new industries based on advanced science and technology.

Community leaders around the country are coming to realize that the new businesses most likely to be attracted to their region will be those involved in the scientific revolution. These businesses will need and demand graduate research facilities, applied research assistance, graduate courses for their technical and professional employees, and a labor force trained in modern techniques. It is thus becoming *de rigueur* among those interested in regional development to stress the importance of strong university-based research and advanced training in engineering and the sciences.

BUT these resources are very unevenly distributed throughout the nation. Berkner documents the extraordinary centralization of the production of advanced scientific degrees in this country: only twenty-five universities produce well over half of all doctoral degrees. No great new university has emerged in the United States in a quarter of a century—despite soaring population, urbanization, and the massive growth of scientific training and research since the end of World War II. Fewer than half the people in the U.S. have ready access to a first-rate university. Berkner's bold proposal is that each of the 100 metropolitan areas must develop a great university capable of graduating no fewer than 200 Ph.D.'s each year. "The key point," he asserts, "is that a suitable mixture of men, educated to command the limits of knowledge, is essential to the generation of adequate employment opportunity for all the others."

While *The Scientific Age* also deals with the relationship of science to government, and with the philosophical implications of the scientific outlook, the heart of Berkner's book is its message that scientific research has become the spur to economic growth—or, to quote his vivid words: "in the future we may have to count a hundred or more unemployed for each Ph.D. we fail to educate."

A half century ago when Veblen wrote his *Higher Learning in America: a Memorandum on the Conduct of Universities by Business Men*, his purpose was to expose business control over higher education. Today no such an exposé would be possible: everybody knows that the universities are increasingly eager to meet the needs of industry. "The campus and society are undergoing a somewhat reluctant and cautious merger," says Clark Kerr. "MIT is at least as much related to industry and government as Iowa State ever was to agriculture."

The question, though, is whether the universities may not meet immediate economic demands *too* well, and thereby serve society poorly in respect to long-range needs. For we require more from our universities than scientific research to stimulate industry, more than engineers to man the industrial laboratories. Any community, state, or nation which browbeats its universities into concentrating a disproportionate share of their resources on science may find itself, twenty years hence, ill-governed, culturally barren, and incompetently managed.

It is true that in our time each university should dominate its region by sheer intelligence. But that intelligence must not be too much concentrated on scientific research. It must be more broadly exercised and more boldly applied. The university must, as Jesse Hobson, a leading consultant on the management of scientific research, has put it, "influence, guide, lead, and direct Man and his social and political institutions, his economic developments and his physical environment—it must detect and anticipate the needs of society, of the economy, and of social institutions. . . . We must not . . . attach undue significance to science and technology, although those areas of learning are at the core of modern industrial development. The contributions of the university in social studies, the humanities and the arts (even for its immediate community) are of lasting importance."

Dr. Berkner's book gives only lip-service to the university's broader man-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

date. He chucks the humanities under the chin with the usual commencement speech rhetoric ("man has great need for all the inner strength they can provide," etc.). He calls for a revitalized liberal education, incorporating an understanding of modern science, as the basis for intelligent citizenship and responsible leadership.

But his heart isn't really in it, and neither are his dollars. Liberal education evokes from him no such imperatives as this: "Any reduction in education and related scientific research below some viable level or serious delay in extending it to the remaining half of our population, could completely upset the economy of plenty by threatening its essential requirement: sufficient brainpower and a balanced distribution of that brainpower."

There are really two issues here: emphasis and feasibility. Our universities must provide scientific training and research. They must also provide liberal education and scholarship. How to divide the emphasis—and the funds—is the problem. And here considerations of feasibility enter the picture. For we know—or think we know—how to turn out scientists and engineers, while we are not at all sure how to produce wise and enterprising generalists. So we tend to focus our energies on that part of the job which is technically feasible, and let the humanities subsist on commencement rhetoric.

Such is the pattern of Dr. Berkner's book. His prescriptions for American higher education are relevant and farsighted, but they are also partial and over-zealous. His emphasis is one-sided; using the carrot of plenty and the stick of stagnation, he urges us to strengthen the scientific education and research that are already thriving on the campus. It is of first importance that the Berkner view, which is increasingly prevalent in academic, industrial, and political circles, be supplemented by an equally cogent and vigorous advocacy of the other great uses of the university.

Choose Your College

Comparative Guide to American Colleges, for Students, Parents, and Counselors, *by James Cass and Max Birnbaum (Harper and Row, 586 pp., $8.95 cloth, $3.95 paper), provides analytical data and descriptive information about the nation's accredited four-year colleges. The reviewer is principal of the Abraham Lincoln High School in Brooklyn, and author of "How To Prepare for College" and the syndicated column "College and You."*

By ABRAHAM LASS

NOT SO long ago, getting from high school to college was a fairly simple, painless, intelligible affair. It's quite different for today's college-bound students. From the moment they enter high school, they are hag-ridden by a host of doubts, pressures, frustrations, fears, and myths generated by uninformed but well-meaning parents and status-seeking schools and colleges. National and community mores have made it appear that the non-college life (like the unexamined life) is not worth living. Add to this the students' distorted notions about what college is like and what it takes to get into college and to succeed in college. Small wonder that so many of our most gifted, most sensitive students arrive on campus needing tranquilizers and supportive therapy, that an army of collegiate nomads (about 250,000 transferees) picks up its tents every year and heads for other campuses where the grass, hopefully, may be greener, the air more breathable, the environment more livable.

The college-bound student's overwhelming problem is how and where to get the kind of information he needs to make an intelligent, realistic decision about where he can profitably and happily spend his college years—and as much as $14,000. Right now, the vast majority can't make this decision wisely or confidently because:

►Current college directories don't tell students the vital things they should know about the colleges.

►Our more than 2,000 colleges aren't all telling the truth (certainly not the whole truth) about themselves, their programs, their weaknesses, and the inadequacies of their staffs and facilities. Some can't. Some don't want to. Some don't dare to.

►A significant number of our school guidance counselors have little expertise in the complex and constantly changing field of college admissions. Many schools have no guidance counselors at all.

►Admissions officers, bound by college policies they don't always agree with and can't discuss, don't talk freely or candidly to applicants or school counselors. Their final decisions (especially the negative ones) about applicants frequently baffle and stun students and counselors.

Those who have been leading their charges through the present jungle of ignorance, stereotypes, half-truths, and distortions have long felt the need of some kind of "consumer-guide" to the colleges. Here at last is the one we have been waiting for—*A Comparative Guide to American Colleges*—a readable, honest, objective, courageous treatment of all our accredited four-year colleges. It eschews the trivia that glut most directories, comes to grips with fundamental problems and values, and provides authoritative, understandable answers to the most urgent questions our college-bound students are asking:

►Will I be accepted by the college I want to go to? What are its admissions standards? How do I compare with the kinds of freshmen the college has been accepting?

►How well will the college prepare me for what I want to do after college? How strong are its staff and its program? What is the college's academic "tone" or "climate"? Will I be able to stand up under the academic pace and pressure?

►What kind of life will I be able to have outside the classroom? What kinds of students come here? Where do they come from? Are there enough here like me so that I won't feel isolated? What is the social life like? How important are fraternities and sororities? How does the administration regard them?

For each of the colleges listed the authors supply concise information (wherever the college has made it available) about:

Admission Standards: This is given in the form of a "selectivity index" that takes into account the kinds of students the college is interested in, the proportion it accepts and rejects, the students' ranks in their high school classes, and similar data.

Academic Environment: The intensity of the academic pressures applied by the college and generated by the students, the number of students failing for academic reasons, the number going on to graduate schools, degrees conferred, areas of students' major interest, etc.

The Faculty: salaries, number holding advanced degrees, source of degrees, and other relevant information.

Religious Orientation: controlling religious denomination, if any, required religious observances, opportunities for worship on campus and in nearby communities.

Student Body: where available, a breakdown of religious, geographical, cultural, social, economic composition. Most colleges won't make this information public.

Campus Life: cultural resources and

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

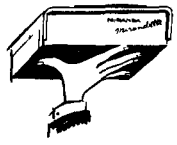
INDOORability

Mirandette's AC power conserves its batteries when you record party fun, tape language studies, dictate letters and reports, or synchronize sound for home movies. Can be used as a public address system.

OUTDOORability

Whither thou goest, Mirandette goes too . . . up mountains, down caves, on sail boat or sale call. All on four standard batteries. Interference free . . . use in car, train, etc.

PORTability



Mirandette plays all the angles. On shoulder or desk, speed remains constant. Measures a mere 9⅝" x 8⅛" x 3". All-transistorized circuitry keeps weight under 7 lbs.

ENJOYability

Push button ease, fast forward and rewind, recording level indicator, 3¾ and 1⅞ ips, capstan drive for playing prerecorded tapes, 2¾" x 4" speaker, external speaker jack.

New! Model 'C' with Digital Counter for locating any place on tape without complete rewind.

At CAMERA, Dept. stores & Audio Dealers. Under $170.00 including dynamic microphone with remote controls, 3" extra-play tape, takeup reel, AC cord, carrying strap. 1 YEAR GUARANTEE! Other accessories available.*

MIRANDETTE®

ALLIED IMPEX CORPORATION
300 PARK AVENUE SOUTH, NEW YORK 10, N.Y.
CHICAGO 45, ILL. • DALLAS 7, TEX. • LOS ANGELES 16, CALIF.
*See Your Dealer For Exact Price ® Reg. By Allied Impex Corp., Excl. U.S. Importer

opportunities, proportion of students living on campus, leaving on weekends.

The Comparative Guide to American Colleges doesn't have all the answers for all the colleges. Apparently a goodly number of colleges can't or won't make all of this kind of information available. No matter. This is still the best college guide around—perceptive, thorough, sensitive, practical, and useful. While it does not actually "rate" the colleges, it points up quite clearly how to apply the criteria of excellence to a college's program, staff, student body, social, cultural, and intellectual life.

To hard-pressed counselors and administrators, the *Guide* is, in every sense, a boon. It will give them the insights and information they need to bring together the right student and the right college.

Harassed and bewildered students, who up to now have had to slog their way through the typographical bogs and the encyclopedic impenetrability of the traditional directories, will find in the comprehensive and meaningful clarity of *A Comparative Guide to American Colleges* a welcome resolution of many of their perplexities.

Speed-Up In the Cradle

How to Teach Your Baby to Read: The Gentle Revolution, *by Glen Doman (Random House, 166 pp., $3.95), insists on the importance, indeed the necessity, of teaching children to read as early as possible. The reviewer is Professor of Psychology and Education at Teachers College, Columbia University.*

By MILLIE ALMY

THIS BOOK is written for parents by a physiotherapist whose twenty years of experience with brain-injured children have led him to believe that well children as young as two years, and some as young as ten months, not only want to and can but *should* learn to read. He describes the dramatic episodes and clinical evidence that have led him to this conclusion and discusses his view of the effect of television on the young child's reading ability. Finally, he gives detailed instructions for mothers who want to teach their babies.

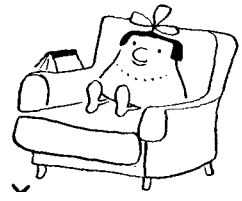
The book is likely to be popular with anxious parents worrying over their children's admissions to college ten or fifteen years hence. One can only hope that they will be wary enough to sort out the occasional kernels of profound truth from the surrounding Madison Avenue chaff.

Doman's "gentle revolution" may prove to be no revolution after all. That early learning is crucial is no new discovery though psychology and neurophysiology are only beginning to understand why this is so. The fact that some babies can be taught to read is also not new. But who knows whether a baby's eventual intellectual development benefits any more from such stimulation than it might from full exploitation of his curiosity and exploratory and manipulative tendencies in other areas?

Certainly Doman and his associates do not know. They report that in all the cases they were able to find, early home teaching was successful. Perhaps, though it seems unlikely, negative evidence does not exist, but Doman's failure to find any is insufficient proof. How many parents who try to teach their babies and fail, or who succeed at two years only to have them lose interest at six years or later, are likely to report such failure?

Doman's proposals may be compared with those of J. Mc V. Hunt in his recent book *Intelligence and Experience,* a volume summarizing historical and current evidence regarding the genetic and experiential components of intelligence. Both authors believe that we now know enough about early learning to speed up development during the early years and achieve a higher adult level of intellectual capacity.

But Hunt, unlike Doman, suggests the necessity for a great deal of investigation (difficult and expensive) of the influence early experience exerts on later development. Not until this is accomplished can we hope to discover the most effective "ways to govern the encounters children have with their environment." Hunt represents the sober, restrained approach of responsible science. Doman, despite his evident sincerity, a modern pseudo-science of the sort that leads some parents to dose their babies with vitamins, antihistamines, and even tranquilizers with little awareness of the ultimate outcome.



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

New Books

The Revolution in the Schools. *Edited by Ronald Gross and Judith Murphy. Harcourt, Brace & World.* 250 *pp. Cloth,* $4.95. *Paperback,* $2.95. A collection of essays about new departures in education by the people most closely connected with their development. Included are B. F. Skinner on "Science of Learning and the Art of Teaching"; B. Frank Brown on "The Non-Graded School"; O. K. Moore on "Autotelic Responsive Environments for Learning"; and Jerome S. Bruner on "The Act of Discovery."

Talent and Performance. *By Eli Ginzberg and John L. Herma. Columbia University Press.* 265 *pp.* $5. A study of the careers of talented individuals who were considered highly promising in graduate school ten years ago. From responses to a questionnaire, the authors attempt to show how personal and social factors interact to shape career patterns, levels of achievement, and "life styles."

Issues in Education: An Anthology of Controversy. *Edited by Bernard Johnston. Houghton Mifflin.* 429 *pp.* $6.95. A collection of commentary on specific issues by some of the great minds of past and present, giving a historical as well as dialectical perspective. The first section—"Teaching as a Profession: Past and Present Discontents"—contains essays by Dickens, Lamb, Arthur Bestor, and James Agee, among others. In "Academic Freedom" comment ranges from Socrates to Robert Hutchins. The last three sections—"Traditionalism, Progressivism, and the Pendulum"; "The Curricular Debate"; and "Education and the Autonomous Ideal"—are of similar content.

Guardians of Tradition: American School Books of the Nineteenth Century. *By Ruth Miller Elson. University of Nebraska Press.* 424 *pp.* $7. An examination of nineteenth century school books as the most widely read source of ideas learned and held by the ordinary man of that day. The study is based on more than 1,000 of the most popular textbooks used in Grades 1-8, since high school was not then a usual part of education for most Americans.

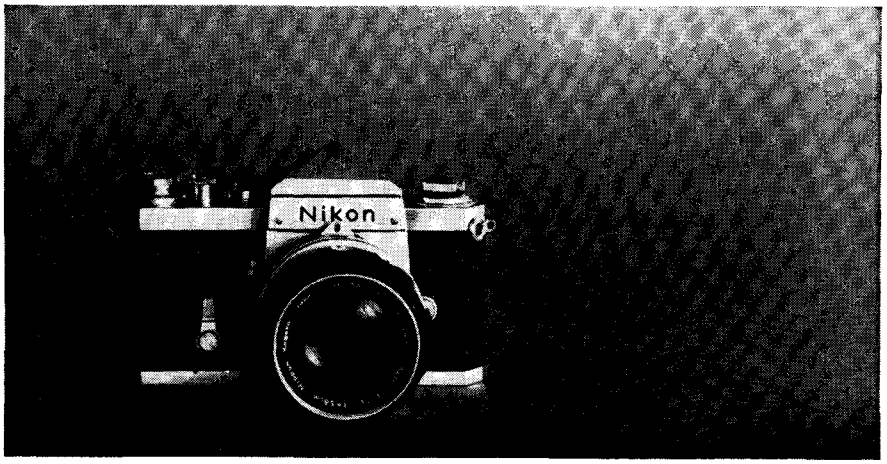
John Dewey and Arthur F. Bentley: A Philosophical Correspondence — 1932-1951. *Selected and edited by Sidney Ratner and Jules Altman with James E. Wheeler. Rutgers University Press.* 737 *pp.* $12.50. An intimate and voluminous correspondence providing insight into the creative processes of two great thinkers. Largely concerned with the major issues advanced in John Dewey's *Logic: The Theory of Inquiry,* Bentley's *Behavior, Knowledge and Fact* and their joint book, *Knowing and the Known.* Two other Bentley essays—"Dewey's Logic Compactly Presented" and "Dewey's Development"—and two Dewey essays—"Means and Consequences" and "Importance, Significance and Meaning"—also appear here.

School Curriculum Reform. *By John I. Goodlad. The Fund for the Advancement of Education* (477 *Madison Ave., New York, N.Y.* 10022). 95 *pp. No charge.* A concise but careful overall examination of the current curriculum reform movement to determine what these projects have in common, what they have accomplished and where the gaps are.

John Dewey in Perspective. *By George R. Geiger. McGraw-Hill.* 248 *pp. Paperback,* $2.45. A reassessment of Dewey's philosophy, including his special use of such concepts as "individualism," "naturalism," "liberalism," and "humanism." The author shows that Dewey's liberal position and his views on education and religion are consequences of a philosophy of experience.

Academic Women. *By Jessie Bernard. Pennsylvania State University Press.* 331 *pp.* $6.50. A sociological study of the backgrounds, motivations and career patterns of women in academic life in the nineteenth and twentieth centuries. The author examines the problem of discrimination, and the differing roles of wives, mothers, and spinsters.

Fact and Fiction about Phonics. *By Roma Gans. Bobbs-Merrill.* 107*pp.* $3.50. Offers a simple definition of phonics, a demonstration of its use in and out of the classroom, and an examination of the fallacies of overdependence on phonics or any other panacea in teaching reading to children.



Most professionals will tell you they use the Nikon F because of the ease and speed with which it handles.

(They give other reasons, too.)

NIKON F world's finest 35mm reflex. At your Nikon dealer, or write Dept. SR-11
NIKON INC. 111 FIFTH AVENUE NEW YORK 3, NEW YORK Subsidiary of Ehrenreich Photo-Optical Industries, Inc.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Guidance Problems

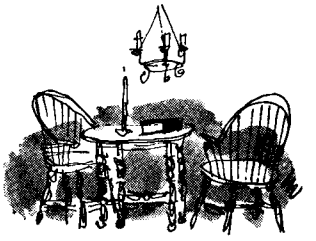
Continued from page 67

citizen, not into the search for the human goals of the *mortal man.*

Admittedly, one may err in the other direction. It is possible to confuse a social problem for an existential one, and to make a momentous cosmic question out of a situation that needs but an economic or academic adjustment for its solution. But the danger of this occurring is not nearly so great because educators-teachers, school psychologists, guidance counselors, and the like have been technically trained to perceive life in its social relationships. They are "at home" in the personal interrelationships of a given society at a specific time in its historical development. Their training in this area, their competency in the field, their interests are mainly predicated in this field. Therefore, they almost instinctively perceive all human problems in their social aspect. One might almost state that their minds have been "conditioned to function" that way.

Then, too, they have been taught certain procedures and techniques suitable to the area of social problems, and they are not readily desirous to minimize their applicability. They have been given tools to do a job, and if the tools will not fit the immediate task, it is sometimes only a simple matter to design the task to fit the tools. Hence, a student whose confusion is a result of his sensitivity to his position in the universe is likely to have some counselor advise him that what he needs is a part-time job to "bolster" his economic position, or a steady girl-friend to give him emotional security. Any sincere philosophical questioning the student may be involved in is likely to be dismissed by the adviser as either impractical, irrelevant, or indeed even neurotic. He may cause the student to believe that his trouble does stem from maladjustment to the social area of life, that these strange feelings within him are actually the result of his own social inadequacy, and that he must adjust himself to the existing order of society if he wishes to be happy and content.

Such a consequence is educationally unforgivable, for it is basically advice to give up the grand quest of unraveling the Gordian Knot and settle for a placid life of ignorant bliss. One might well imagine a present-day counselor exhorting Columbus to give up this mad confusion of sailing westward to find the



East and settle down quietly in a pleasant villa on the outskirts of Genoa. This advice would not be complete foolishness; on the contrary, it would be sound practical counseling from the adviser's point of view, because while he could not help the adventurer at all on his proposed journey, he could be of great assistance in helping him choose a pleasant villa, for he has long lists of them and their physical characteristics, and he knows which ones in the past have been found most acceptable by different kinds of people. In other words, he is in a position to help if the confusion can be reduced to the problem area in which the counselor is a trained specialist.

This advice, therefore, represents not the arrogance of the counselor, but rather, the nature of his professional limitations. Too often the adviser's own education has not qualified him for distinguishing these two major problem areas. His own problems and his own life seem to be of one kind only, and he has either no recognition or but a faint awareness of existence of any other kind. But it is this awareness that must somehow be cultivated to enable him to enlarge his perspective so as to be able to deal adequately with both areas.

The need for perspective in problem identification in educational counseling is apparent. Meeting this need and applying this perspective to the thousands of youngsters in the coming years constitutes the next step of endeavor.

GIVE

Saturday Review

FOR CHRISTMAS

52 WEEKLY GIFTS... AND A CARD FROM TIFFANY'S!

SPECIAL CHRISTMAS GIFT RATES

One 1 year subscription (your own or gift) **$8** Each additional 1 year subscription **$6**

Above rates apply to U.S. and Canada only. Elsewhere add $2 per subscription. Rates include our sending to each recipient a special gift announcement card, designed and engraved by Tiffany's, and signed in your name.

Saturday Review 380 Madison Avenue, New York, N. Y. 10017

☐ New Subscription ☐ Renewal

NAME

ADDRESS

CITY STATE ZIP

GIFT CARD SIGNED

☐ New Subscription ☐ Renewal

NAME

ADDRESS

CITY STATE ZIP

GIFT CARD SIGNED

SENT BY

ADDRESS

CITY STATE ZIP

☐ Include my own subscription ☐ New ☐ Renewal

I enclose $_____ ☐ Bill me later

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

University President

Continued from page 59

conflicts. The administrator's duty is not to suppress conflicts; he has to encourage them, and then when they arise he has to take steps to insure that they are resolved. A healthy university ought to be in a state of unstable equilibrium—an equilibrium continually disturbed by forces and enthusiasms generated within the faculty, and continually readjusted by the gyroscope of central administration. The power behind the gyroscope is the president. Of course he does not restore equilibrium all by himself. He is surrounded by committees and advisers; but responsibility for bringing the gyroscope into action rests squarely upon his shoulders.

In the United States a good many studies have been made recently of the functions of college presidents.

These analyses are, naturally, not valid on my side of the Atlantic without modification; so I select four points which, if I were writing a handbook for university presidents in Britain, I should consider essential. They are these:

1. Administrators must administer. This seems a superfluous thing to say, but it isn't. In an organization like a university, where decision-making and authority are so diffused, the administrator is under a great temptation not to make decisions at all. For decision-making is very wearing and a considerable strain on the character. Even a little decision like deciding to put up the wages of the janitors is wearing. *You* may think you have decided to put up the wages of the janitors, but in the eyes of a lot of people what you have done is to decide *not* to put up the wages of the porters, the night watchmen, the stenographers, the gardeners, and the waitresses in the canteen.

Furthermore there are often committees to whom responsibility can be passed. They exist, of course, to share responsibility, but it is tempting to give them no lead and just to "let things work themselves out." An administrator of science and scholarship can ride a long way on committees; but if he does his institution will deteriorate, for two reasons. One is that indecision is contagious. If the President wavers, the committees around him succumb to the futile phraseology so common among academics in Britain ("the time is not yet ripe," "this would set an awkward precedent," or that ultimate defensive inanity which begins: "I am far from convinced").

The second reason for positive guidance from the president is that, as a matter of experience, collective decision-making without leadership encourages a drift toward mediocrity. "Unto everyone that hath shall be given" is a good recipe for excellence, but it is never the policy of faculty committees.

2. *Nevertheless administrators must refrain from making decisions which other people ought to make.* In industry or a government department there is a hierarchy of decisions controlled from above. Decisions at the level of departments can be regarded as sub-decisions arising from some broad general decision made at the top. Once the top decision is made all the sub-decisions have to be made in accordance with the top decision.

In universities most decisions at the level of departments are not like this at all. In a university department of chemistry, for instance, decisions about what shall be taught and what research shall be done have no reference whatever to most decisions made for the university as a whole. A president who issued directives to his professor of chemistry on research or curriculum would be regarded in Britain as in need of psychiatric treatment. Over such decisions as these (and they are in the long run the most important in the university) he has no authority and he must encourage the maximum diffusion of responsibility.

3. *Administrators must conceal their bright ideas.* Academic administrators encounter what Chester Barnard calls three "occasions of decision." They are called upon to solve problems referred to them by authorities outside the institution (such as an inquiry from the State as to how many students the university will be able to take in 1970). They are called upon to solve problems brought to them by departments under their administration (such as a request from the engineering department to put a penthouse on the roof).

Thirdly they are expected to display initiative and a capacity for innovation. It is here that the academic administrator's technique has to differ from that of his opposite number in industry. In industry the very enterprise of the president creates confidence. In British universities naked enterprise on the part of a university president is regarded with suspicion, not to say alarm. If a president has a bright idea (and he does have bright ideas in his early years of office) it would be the height of ineptitude to publish it to his faculty, and fatal to issue a directive about it. He must unobtrusively—if possible anonymously—feed it into the organization, at quite a low level, informally over morning coffee, and watch it percolate slowly upward.

With luck it will come to his desk months later for approval, and he must greet it with the pleased surprise which parents exhibit when their children show them what Santa Claus has brought them for Christmas. To do this over some reform urgently needed in the organization requires a singular degree of equanimity, but in Britain the university president who is not prepared to discipline his initiative in this way will fail.

4. *Administrators must acknowledge divided loyalties.* The task of the administrator to promote the purpose of a university or a research institute is complicated by the fact that his senior colleagues inevitably have to divide their loyalties between their profession and the institution they serve. It is not surprising that the first loyalty of a professor of chemistry should be to the profession of chemistry. The basis for his self-esteem comes largely from outside the institution which hires and pays him; indeed even his esteem inside the institution depends largely on his reputation outside it.

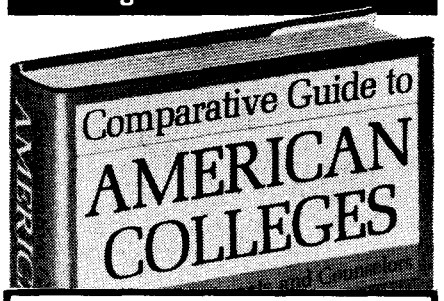
Of course these loyalties may coincide very largely with those the professor has to the university, and for the most part there is no conflict. But it does mean that when some question concerning his own department is under discussion the professor naturally does not find it easy to examine the question as it bears on the university as a whole; he does naturally find it easy to see the question as it bears on the welfare of chemistry in the university. The university president has to make very large allowances for those areas of interest where loyalty to the profession and loyalty to the institution do not coincide. His skill is to balance the centrifugal forces of individuality which tend to pull the institution apart, against centripetal forces – largely generated by himself – which tend to preserve the integrity of the institution.

I HAVE spoken of the attitude of university presidents toward their faculties. But of course there is an interaction, and the faculty should regard the president as a delicate integrating machine into which you put information, and from which (if you have coded your information properly) you get decisions. It is well to remember two things about this machine. The first is that you cannot expect him to make a decision unless you "program" him properly. And the art of coding the information you feed into administrators is quite as difficult as the art of coding data for a digital computor. In Britain (it may be totally different in the United States) some faculty members fail to appreciate this.

Every university president has had the melancholy experience of being "earbashed" by one of his science professors who wants a new building, or an electron microscope, or a flock of research assistants, at once – as though all the president needed to do were to get an

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Don't guess — find out here



by **JAMES CASS**
Associate Education Editor, *Saturday Review*,
and **MAX BIRNBAUM**
Director of Education and Training,
American Jewish Committee

For students, parents, and guidance counselors, here is the most useful college guide ever compiled — one that not only describes but *evaluates* America's 1,100 accredited four-year schools offering degrees in liberal arts, engineering, or education.

This book provides data *in depth* on admissions, academic environment, degrees conferred, faculty, student body, and campus life. With cross-indexes and counsel on financing.

"Indispensable."—ABRAHAM H. LASS, syndicated columnist, *"College and You"* Paper, $3.95. Cloth, $8.95

At all bookstores
Harper & Row

NOW—*even 2 year olds can read!*

University research studies have proved that children who come to school as readers start and stay ahead of those who wait until age 6½ to learn this vital educational skill. The new DOMAN-DELACATO EARLY READING PROGRAM is teaching two to four year olds to read and *love it*. The program is a joyful learning process—a parent-and-child play approach published a year ago in the *Ladies Home Journal* and successfully proved in over 50,000 homes. Write today for complete details on research and pre-publication savings.
Systems for Education, Inc. **Dept. SR 1**
612 N. Michigan Ave., Chicago, 60611

BUY U. S. SAVINGS BONDS

order book out of his desk and write an order. The request comes with no supporting documents at all, or else it is embedded in thirty pages of irrelevancies typed in single space. It comes to the president's desk (although the professor never thinks of this) along with a dozen similar requests. The president has to transform this ill-prepared brief into a persuasive paragraph for his finance committee, which meets in two days' time (and he may well have to do it at midnight after returning home from a Rotary Club dinner). If the professor fails to get what he wants, he will say the punch has gone out of the president; it will not occur to the professor that he himself may be at fault, because he is incapable of coding his request to the president in the appropriate form.

The president as computor is all the time integrating many diverse considerations into a simple formula which can easily be used for executive action for the benefit of the university he serves. He may fail for any of three reasons: because he cannot elicit appropriate replies from experts (and this may be because the experts do not know how to "program" questions to him); or because, having secured the information, he cannot create a simple and persuasive decision out of it (because his own "integration mechanism" is at fault); or because his decisions under-estimate the political component (they may be excellent in theory but they are not viable; they may overlook the adage that politics is the art of the possible).

I have spoken about the president-as-computor. Finally, I turn to the president as a man, to ask one question. Is a career in science a good qualification for a university president?

There are entries on both sides of the balance sheet. On the debit side there is the fact that the scientific mind is inclined to over-simplify. The strategy of scientific experiment is always to minimize the number of variables (*e.g.*, to hold constant the temperature or the pressure while the volume is changed). In administration there are always more variables than there are equations. That formula, so invaluable for science—"this factor may be neglected"—must never be employed by the university president. No factor may be neglected. A second drawback of scientific training is the predisposition to suspend judgment. This need occurs, of course, in administration, but to nothing like the same extent as it can, and should occur in scientific research.

On the credit side of the balance sheet there are entries which are a great asset to the scientist who becomes a university president. One of these is the essential humility of the scientist. The scientific revolution destroyed the tyranny of dogmatic truth. For centuries Europe was bedeviled by the stifling effects of closed systems of knowledge; they acted as hotbeds for bigotry and persecution and hatred. Since the scientific revolution, knowledge has become an open system. Truth is now tentative, not final and revealed. Error is not a rejected alternative to truth, not something evil and to be persecuted. The scientific revolution has produced a "formula for tolerating error." And it is an integral part of the scientific tradition that this formula does not permit a man to tolerate what he has come to see are errors in his own thinking; it permits him only to tolerate what he believes to be errors in the thinking of his colleagues.

To have worked within this open system of knowledge is an immense advantage to any administrator; for the academic administrator it is essential. Just as the senior scientist expects the fresh idea, the flash of originality, to arise among the young men in his laboratory, and is ready to welcome it even if it upsets his own cherished theory, so the university president must expect and be ready to welcome innovations from his faculty, even if they upset his tidy plans for the university.

Humility and tolerance: but these qualities must be allied to strength. For strength one needs faith. We tend to overlook the fact that the practice of science depends on faith. Not every scientist verifies every scientific law: there is a common faith, for instance, in Boyle's law and Ohm's law, whether the believer lives in Moscow or Cambridge, St. Louis or Peking. When two scientists talk together they are united by thousands of assumptions which they share in common and propositions to which they both subscribe. They are united (and this is important) not only by common beliefs in the particular science in which they are both experts, but by a willingness to accept on trust the common beliefs of other scientists in fields outside their own expert knowledge. In brief, they share a common faith in science which is as stabilizing intellectually (though not, of course, in other ways) as the common religion shared by their ancestors five centuries ago. Of course it is faith on a narrow front. You can predict the ethics of a man sincerely dedicated to the Sermon on the Mount; you cannot predict the ethics of a man sincerely dedicated to Newton's Laws of Motion. But let us not underestimate the ethical value of science. It cultivates humility, faith in one's fellow men irrespective of their age or status, a commitment to accuracy, a ruthless integrity over communication of thought, and a world-view instead of a view limited by nationality or language or race.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Loyalty Oath

Continued from page 60

other litigation challenging the constitutionality of loyalty oaths is headed for the nation's high court.

The first case was an action brought by sixty-four employees of the University of Washington—many of them teachers—challenging two state loyalty laws. One law, enacted in 1931, requires teachers to sign an oath of allegiance; the other, enacted in 1955, requires state employees to swear that they are not members of a subversive group, and refusal to answer on any ground is cause for immediate dismissal.

THE two statutes were upheld by a U.S. District Court in Seattle in February 1963, but on May 30 of this year the U.S. Supreme Court struck down the laws by a decision of 7 to 2, saying they were "unconstitutionally vague." Justices Tom C. Clark and John M. Harlan wrote the dissenting opinions.

Another loyalty oath case is expected to be accepted for review by the U.S. Supreme Court late this year. It is the litigation of a Tucson, Arizona school teacher who has been teaching without pay since June 1961 because she refuses to sign a state oath. Mrs. Barbara Elfbrandt and her husband, Vernon, both junior high school teachers in Tucson, have refused to sign the oath, although Mrs. Elfbrandt is the lone plaintiff in the case. Arizona law states that a state employee who fails to sign the loyalty oath may continue to work for the state but may not receive pay. Mrs. Elfbrandt estimates that as of June of this year her unpaid salary had accrued to about $18,000. Mr. Elfbrandt, who has gone two years without pay, was behind about $12,250 in unpaid salary.

The Elfbrandts are Quakers and cite religious reasons for not signing the oath. "Quakers have historically opposed oaths," Mrs. Elfbrandt says. "We believe a person must always tell the truth, but loyalty oaths imply that we should live by a double standard—only tell the truth when you swear to do so.

"My husband and I are loyal Americans—as loyal as anyone else. And we don't come from liberal or erratic backgrounds. But we strongly feel you can't measure a person's loyalty by his readiness to sign an oath or otherwise swear by it. We feel that loyalty is like love—it can be given but it cannot be demanded."

Arizona, and formerly Washington, are two of about three-quarters of the states whose legislatures have deemed it necessary to enforce loyalty among public school teachers by requiring them to sign an oath. And within the general classification of "loyalty oath" is an ominous array of sub-oaths required of teachers in certain states, cities, and even individual school board districts.

For example, in twelve states teachers must swear to refrain from advocating change in government by violent means. Fourteen states have oaths prohibiting membership in subversive groups, and in one of those states it is even part of the certification requirements. Fourteen other states are even more specific in requiring teachers to swear to refrain from Communist Party membership.

In place of sub-oaths as such, some states have statutory provisions as a loyalty requirement. Alabama, California, Michigan, and Ohio, for example, require teachers to testify when called before investigating agencies. Thus, the teacher does not have to swear to testify before an investigating agency, but is subject to disciplinary action and sometimes even dismissal if he doesn't. As a Toledo, Ohio, school board attorney put it, "It's just like driving while intoxicated—the state doesn't require you to swear you will never drive while intoxicated, but you can be disciplined if you're caught doing it."

WHO are the people who refuse to sign loyalty oaths? To many Americans they are subversives who are attempting to undermine democracy in this country. Loyal Americans ask: "If a person has any love for the U.S., why should he balk at signing an oath to that effect?" Speaking on the floor of the Senate July 3, 1959, Sen. Strom Thurmond (D-S.C.) took a rather emphatic stand on the subject: "If a person does not love his country, and if he is not willing to take an oath that he will support the Constitution, I say he has no business getting a loan from the Government of the United States."

In rebuttal, just about every education leader in the country has questioned the value of loyalty oaths, particularly as required of teachers. Arthur S. Flemming, former Secretary of Health, Education, and Welfare, refers to the loyalty clause in NDEA scholarship applications as "essentially useless, since no real communist would have any scruples against lying and signing the affidavit to get what he wanted." William G. Carr, executive secretary of the National Education Association, also believes that loyalty oaths do not guarantee loyalty.

A similar view is held by the U.S. Commissioner of Education, Dr. Francis Keppel, who feels that requiring students or teachers to take loyalty oaths is basically antithetical to the spirit of education in this country.

"Loyalty oaths and affidavits, however appropriate they may or may not be to the actions of citizens and government officials, have little place in the realm of thought," he says. "Here the fundamental loyalty must be to the search for truth as the mind of man may pursue it."

One of the most widely acclaimed responses to the loyalty oath controversy was the reply of the Connecticut State Board of Education to the Catholic War Veterans of America, who in 1951 urged the state board of education to adopt a loyalty oath for Connecticut public school teachers. The board rejected the proposal and instructed its secretary, Dr. Finis E. Engleman, now executive secretary emeritus of the American Association of School Administrators, to explain the board's feelings on the subject. Dr. Engleman made four main points.

"*The requirement of the proposed oath is in our judgment unnecessary.* We are convinced of the continuing loyalty of the teachers in Connecticut; we believe that in the absence of evidence to the contrary, anyone should in justice assume that loyalty, and that any action which would stir justifiable indignation as well as distrust and insecurity within our teaching group should be avoided.

"*The requirement of a loyalty oath is, we believe, already anticipated in actual practice.* Teachers who are voters in Connecticut have individually subscribed to a citizens' oath. Also, existing sedition laws provide a positive method of prosecuting and punishing all violators.

"*The proposed requirement, we are convinced, is unrealistic.* It cannot guarantee or even promise to fulfill its purpose. Loyalty is a quality of mind and spirit and cannot be forced or sustained by any external means such as the swearing of an oath. Loyalty, lack of loyalty, or violation of loyalty will express itself in behavior.

"*The proposed requirement, according to our interpretation, is discriminatory.* It discriminates against one body of state citizens, one body of state employees, and one body of teachers in the schools of Connecticut."

Former President Dwight Eisenhower once echoed Dr. Engleman's last point when he commented that he, too, would bitterly resent taking a loyalty oath "if I were singled out to do it merely because I happened to be a veteran or a golfer or someone who lived in Kansas."

In short, more Americans are realizing that people who will not and cannot sign loyalty oaths aren't necessarily disloyal to this country. Some of them may be stubborn individuals, to be sure, but so were our Founding Fathers. If their objections to having their loyalty questioned and their beliefs challenged were purely personal, that would be in the American tradition.

But when they resist anything that smacks of a test act, be it religious, political, or economic, they are battling for one of the most cherished of our democratic liberties—freedom of the human mind.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Let Them Have Books

Continued from page 65

carding it, and repeating the process over and over again.

The quality of a secondary school is frequently measured by the extent to which this service is supplied. The principal of the ungraded high school in Melbourne, Florida, justifiably boasts of a library that is larger than the gymnasium. And the New York City Board of Education paid homage to the school library in its recent report *The New High School: A School for Our Times.*

This publication contains the recommendations of a group of principals and superintendents for a high school keyed to contemporary goals and needs. There is some uncertainty about whether the plan is for a hypothetical school or for one that will actually be built. However, the proposals do acknowledge the value of research, independent study, self-directed learning skills, and flexibility in methods and the tools of learning.

But when will school authorities and the community itself translate word into action? Educators and boards of education should take an example from the plans for the library at Bowdoin College in Maine. Here a student body of 800 has access to a library collection of 270,000 volumes. And the library expects to double its holdings when a new building is completed.

There isn't a school library in the country that can match this really staggering figure. And yet the large-city school library must provide service equal to that of the college library for its honors and advanced placement courses. It must provide the books for readers of less than average ability. It must contend with a multitude of problems that do not concern college librarians at all: a shifting of pupils every forty minutes of the day; a library teaching schedule integrated with the curriculum at various stages; and a clientele that is infinitely more volatile.

WE need to revise completely our estimate of what constitutes basic school library service. We should at least approximate the standards that have been established by professional organizations for satisfactory school library performance. We need an abundance of books and paperback books in profusion. We need extensive periodical collections, with back issues on microfilm, and microfilm readers. The keys to these media are readily available and easily mastered. We need quarters that can expand with growth and will accommodate all the students who want to use them. The vision of the future is admirable. But let them have books, now.

Will you buy Boo Sun a cow?

Boo Sun lives with 9 relatives in a one-room hut in an impoverished South Korean village.

All she ever wanted was "to be a teacher, so I could make little children wise."

But education is not free in South Korea. And Boo Sun's parents are desperately poor.

They're also proud. That's why they refuse charity.

But if they had a cow to do the plowing, they could grow enough rice to earn money to send Boo Sun to school.

. . . Will you buy Boo Sun a cow?

Your contribution to Save the Children Federation, though tax-deductible, is not charity. It's used instead for self-help. Children, families, entire communities in Korea, Greece, Lebanon, Tanganyika, Colombia, and American Indians as well, are aided to stand on their own feet through Save the Children self-help funds. As a sponsor, you or your group receive the story and photograph of the child you help to help himself, and the opportunity for person-to-person correspondence.

Won't you fill in the coupon ?

Founded 1932

SAVE THE CHILDREN FEDERATION

Norwalk, Connecticut

I wish to contribute $150.00 annually to help a ( ) girl ( ) boy in_____(list countries) or where the need is greatest ( ).

Enclosed is my first payment:
$12.50 a month ( ) $37.50 a quarter ( )
$75 semi-annually ( ) $150 annually ( )

I cannot sponsor a child:
enclosed is contribution of $_____

Name_____

Address_____

City_____ Zip_____ State_____

Contributions are income tax deductible.

SR 11-21-4

CLASSIFIED

CLASSIFIED ADVERTISEMENTS are accepted for things wanted or unwanted; personal services; literary or publishing offers, unclassified elsewhere; miscellaneous items appealing to a special intelligent clientele; jobs wanted; houses or camps for rent; tutoring; ideas for sale. All advertisements must be consonant with the character of Saturday Review. Rates for a single insertion, 70¢ per word, 10-word minimum. Count 2 extra words for Box and Numbers. Rates for multiple insertions:—52 times 62¢ per word each insertion; 26 times 64¢ per word each insertion; 13 times 66¢ per word each insertion; 6 times 68¢ per word each insertion. Full payment must be received eighteen days before publication. We forward all mail received in answer to box numbers and submit postage bills periodically. Mail to be called for at this office will be held 30 days only. Address Classified Department, Saturday Review, 380 Madison Avenue, New York 17, New York.

LITERARY SERVICES

TOPS IN TYPING—LEAHEYS, Seven Park Avenue, NYC. MUrray Hill 6-4464.

MANUSCRIPT TYPING. Also tapes. Ambassador Office Service, 17 East 48th Street, NYC. PLaza 5-1127.

MANUSCRIPTS PROFESSIONALLY TYPED. Tape recordings transcribed. STILLMAN ASSOCIATES, 1394 Third Avenue (at 79th Street), NYC. TRafalgar 9-9177.

MANUSCRIPT TYPING 65¢ per thousand. Christine McLennan, 2124 N.E. Wygant, Portland 11, Oregon.

RESEARCH, writing, translations, expertly done. All topics. Reasonable. Professional author. Box K-134.

BOOKS

FRENCH, SPANISH, ITALIAN books. The Mail Order Library, 132 West 43rd Street, NYC 36.

THE PAPERBACK SELLER—"If it's bound in paper—we're bound to have it." 148 Front Street, Hempstead, N.Y. We pay postage.

BRITISH BOOK BARGAINS—all subjects. Catalogues free. Wants solicited. Transbooks, Matawan 2, New Jersey.

SAVE TO 84% on publishers' overstocks. Free catalogue. Reader's Service, 5435 Upland Way, Philadelphia 31, Pa.

FREE Paperback Catalogue. Great Savings. New York Paperback-Record Club, 4-S West 43rd Street, NYC 10036.

WHO WANTS YOUR BOOKS? $1 directory lists titles sought, buyers. Permanent Bookwant Index, 507 Fifth Avenue, NYC.

FRENCH BOOKS

THE FRENCH BOOKSHOP. 700 Madison Avenue (62nd Street), NYC 10021. Give French books as Christmas gifts. Mail order catalogue 70¢.

GERMAN BOOKS

GERMAN BOOKS and Calendars mailed anywhere. Large selection, catalogue free. Gerard J. Fuchs, 2061 Broadway, NYC 10023. SChuyler 4-0833.

RUSSIAN BOOKS

BOOKS IN ENGLISH and Russian: Art, Biology, Chemistry, Education, Engineering, Foreign Relations, Geography, History, Law, Literature (classics and contemporary), Mathematics, Medicine, Music, Philosophy, Physics. Theatre, etc. Russian language study courses. Dictionaries. Records; Ballet, Opera, drama, folk songs, etc. Subscriptions to magazines accepted. Stop in and browse. Mail orders filled. Free catalogues. Phone CHelsea 2-4500. FOUR CONTINENT BOOK CORPORATION, Dept. 255, 156 Fifth Avenue (Corner 20th Street), New York, N.Y. 10010.

BOOKPLATES

FREE CATALOGUE—Many beautiful designs. Special designing too. Address BOOKPLATES. Yellow Springs 7, Ohio.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

OUT-OF-PRINT

TRANSATLANTIC BOOKSEARCHERS. Wants actively sought in England and America. Matawan, New Jersey.

FREE SEARCH SERVICE. Any book located. Thousands successfully found. Paul Revere Bookshop, Box 194, Cambridge, Massachusetts 02138.

TAINTER'S CHICK BOOKSHOP, Temple, N. H. Books on anything and everything. Try our search service for that certain book.

OUT OF-PRINT? Hard to find? We specialize in locating the difficult Fast, reasonable Ardsley Books, Box 4308, Sunnyside 4, N. Y.

FROM STOCK! Good Books—At Fair Prices—with Quick Service. Kendall Gaisser, 1242 Broadway, Toledo, Ohio 43609.

YOU NAME IT—WE FIND IT. Your satisfaction guaranteed. INTERNATIONAL BOOKFINDERS, Box 3003-S, Beverly Hills, California.

INFINITE BOOKS, thousands stocked. Box 86 Kenmore, New York 14217.

BAER'S BOOK SEARCH. 2856Woodlawn Terrace, Memphis Tennessee 38127. Book finders.

CAN'T GET IT, WE'LL FIND IT and fast. Free experienced service reaches 5,500 dealers weekly, if not in our large stock. Beacon Hill Booksellers, 84 Charles Street, Boston 14, Massachusetts.

NAME THE BOOK—We'll get it. CHICAGO BOOK MART, Chicago Heights, Illinois.

OUT-OF-PRINT BOOKS FOUND. Extensive contacts—*wide experience—quick action. Old Colony Bookfinders,* 143 West Newton Street, Boston, Massachusetts 02118.

LOCATE BOOKS! Florida Booksearchers, Box 15070, Orlando, Florida 32808.

BACK NUMBERS

AMERICAN HERITAGE Magazines: Volumes I (1949) through XV (1964). All. Sold-Bought. Issues, Runs. Also HORIZON Magazines. Reid-Books, 1404 East 18th Street, Brooklyn, New York 11230.

FOREIGN PERIODICALS

SUBSCRIPTIONS to German, Austrian, Swiss magazines make thoughtful gifts. Request catalogue. German News Company, 200 East 86th Street, NYC 28, BUtterfield 8-5500.

FRENCH, ITALIAN, SPANISH, POLISH periodicals, newspapers. European Publishers Representatives, 132 West 43rd Street, NYC 36.

EAST EUROPEAN AND SLAVIC periodicals, newspapers, books. Dolphin Service, P.O. Box 8927, Washington, D.C. 20003.

MUSICAL INSTRUMENTS

HARPSICHORDS, CLAVICHORDS—in the classical tradition. Virginals and spinets. For brochure: William Hyman, Harpsichord Builder, 61-29 170th Street, Flushing 65, N.Y.

NEUPERT HARPSICHORDS. CLAVICHORDS. Oldest, finest. Free Catalogue MAGNAMUSIC, Sharon, Connecticut.

SABATHIL HARPSICHORDS unite authentic sound and modern reliability. Vancouver, Canada.

GUITAR KIT $19.95 (F.O.B. NYC). Spruce and maple wood. *Materials and instructions supplied. DO IT YOURSELF* and save. (Extraordinary Value!). Hargail, 157 West 57th Street, NYC.

PIANO INSTRUCTION

LEARN POPULAR PIANO — Short, interesting course. Bernard Spencer, M.A., Steinway Hall, COlumbus 5-1418 NYC.

ARTIST-TEACHER is establishing piano studio near Tanglewood. Private lessons, Master classes, opportunities for performance in Young Artists Concerts. Box 164, Stockbridge, Massachusetts.

RECORD MART

HAYDN SOCIETY RECORDS are again available. Send for complete catalogue and order form. Esoteric, Incorporated, P.O. Box 1799, Hartford, Connecticut 06101.

TELEMANN: St. Mark Passion. First recording of *neglected masterpiece. Kurt Redel directs soloists, chorus* and Munich Pro Arte Orchestra. 2 German Philips LPs, mono $9.50, stereo $11.50. Bremen House, 218 East 86th Street, NYC, REgent 4-2500.

COLOR SLIDES

SENT ON APPROVAL! Complete your collection with the scenes you missed. Select from 9,500 colorful 35 mm slides from 95 countries and official New York World's Fair slides* (sold individually)—8 & 16 mm movies also available—all as beautiful as your best originals. You *name it, we have it—restricted interiors—Holy Land* narrations with new slides—Oberammergau 1960—Tahiti —exciting peoples of the Far East! Send 25¢ for the big 98 page, 9th edition Wolfe Catalogue of Hi-Fi slides in true, living color. For more than 13 years Wolfe slides have been sent on approval—they have to be good! Wolfe Worldwide Films, Dept. 7114, Los Angeles 90025. *Distributed in association with Photo Lab Inc., Official Licensee, New York World's Fair 1964-1965.

SCHOOLS

SAINT AGNES SCHOOL, Episcopal Boarding-Day School for girls of all faiths. Foreign applications invited. Fully accredited, college preparatory and general courses, friendly traditional atmosphere. Catalogue. Albany, New York 12211.

GREEN VALLEY—A small, tutorial school for superior students and gifted underachievers. Orange City 5, Florida.

PINE CREST SCHOOL—Coed. Fully accredited college preparatory. Grades 1-12 (Boarding 7-12). Accelerated classes. Reading program. Guidance. Varsity sports. Pool. Activities. 31st year. Summer school, camp. Catalogue: Admissions Director, Box S, 1515 East Broward, Ft. Lauderdale, Florida 33301.

COLLEGES

COLLEGE DROP-OUTS: We concentrate on the educational redevelopment of selected students, including poor achievers, with unrealized learning potential. Educational Development Center, 430 Cuyahoga Savings Building, Cleveland 15, Ohio.

COLLEGE ADMISSIONS NEWS REPORT bimonthly newsletter with latest information on colleges, programs, scholarships and careers to help your teenager on the road to college. $10 a year. Guidance Information Center, Saxtons River, Vermont.

FOR THE GOURMET

MINIATURE GINGERBREAD BOYS! Delightful gifts! Hand-decorated buttons and grins! Sarah Lingwood's. At best shops. Norton Company, New Milford, Connecticut.

GOURMET FOODS for your table and gift giving. Exquisite selections Request mail order catalogue Bremen House, 218 East 86th Street, NYC 28, REgent 4-2500.

RARE TEA—*Personally selected by World's Foremost* Tea Tasters. Write Grace Tea Importer, 79 Wall Street, NYC.

MAPLE MAKES THE CHRISTMAS TREAT. Pure Vermont maple syrup, fancy grade, guaranteed, prepaid listings on request. James M. Quimby, Jr., *Maple Ridge* Farm, Box 55, Peacham, Vermont.

SPICY, NUT-BROWN, homemade Fruitcake aged with Cognac. 2 lbs. $4.25, 3 lbs. $5.40, add 50¢ west of Mississippi. Rainbow Lodge, Mt. Tremper, N. Y.

IMPORTED ITALIAN DELICACIES. Catalogue. Manganaro's, 486 Ninth Avenue (38th Street), New York 18.

RARE CARGO TEA GUILD. Enjoy ¼ lb Premium Tea Assortment, 6 months' subscription, $10. 12 months, $18. 1 lb. Gift Assortment, $5. Box 628, New York 10005.

HOBBIES

THIRTY ORDOVICIAN FOSSILS, $1.98. Fossil Tidepools, Box 263, Lebanon, Ohio.

OLD POSTCARDS purchased $2.00 per hundred, pro rata used or unused. Must be prior 1920 in colors and good condition. Wrap carefully, protecting edges. Sander Davidson, 2811 East 15th, Tulsa, Oklahoma.

PERSONALS

IF YOU REALLY WISH to learn French, spend a school year as paying guest in a French family. Write Thevenin, Solignac, Haute Vienne, France.

OVERSEAS POSITIONS offer high salaries, free travel. Employers provide transportation and liberal vacations. Comprehensive new booklet, "Guide to Employment *Abroad," covers all possibilities in sixty countries, all* occupations. Includes exclusive "Directory of American Companies Overseas." Special reports on summer jobs, Government careers overseas, international organizations, medical work, teaching, librarian, secretarial positions. English language newspapers overseas, social work. Highly recommended. Only $1.00. Airmail 30¢ extra. Satisfaction guaranteed or payment refunded. Hill International Publications, P.O. Box 79-X, East Islip, New York.

WORLD FAMOUS CLASSICAL GUITARS AND LUTES: Fine collection of the leading masters of Spain and Western Germany shipped on approval. Most reasonably priced. Write for particulars. Locker's—Importers, 21 *South 18th Street, Philadelphia 3, Pennsylvania.*

REPAIRERS OF THE IRREPARABLE. Restoring China, Glass, Silver, Ivory, Tortoise Shell, etc. Hess Repairs, 168 East 33rd St., NYC 16.

OLD LETTERS WANTED. *Authors, scientists, military* leaders, musicians, American statesmen, etc. Collections and important single items bought and sold. Especially interested in literary material. Catalogues issued. Walter R. Benjamin Autographs, 790 Madison Avenue, New York 10021. REgent 4-3902. Established 1887.

RECORDERS—FINEST MAKES. Largest music selections. Free catalogue. RECORDER CENTER, Amenia, N.Y.

8 YEAR OLD looking for companion. Must be well-educated with good taste, high standards and preferably rich. For details see page 38,, middle of outside column.

RENT AND READ 24 Best-Sellers—$24. 18 Travel—$18. Combination—$35. Ideal Christmas gift. Brochure: Bookcharter, 14 Washington Place, New York City 10003.

RECORDERS (FLUTES) KUENG SWISS import. Dolmetsch, Purcell, $5, $7.95 up! Student Special. Corelli, $3.95; Recorder Music, Methods, Guitar Music. Free Catalogue, 11-4-C, HARGAIL, 157 West 57th Street, NYC.

RED CLAY READER. Topical new annual of fiction, drama, poetry criticism, photography, graphics, satire, interview, and experimental dialogue between readers and writers. Hardback first edition $3.00 from The Red Clay Reader, Charlotte, N.C. 28211.

WHAT IN THE WORLD happened the day you were born? Colorful 8" x 10" scroll highlights news headlines, best-sellers, songs, etc. for any date. Unique, personalized gift, name inscribed. 10 day service. Satisfaction guaranteed. $4.25. Free sample. Birthdate Research, Box 249-C, Wall Street Station, NYC 5.

SHEPHERD'S FLUTE, handmade, walnut and fruitwood, beautifully carved decoration, 12" long, actually plays. Unusual import. $2.00 postpaid. The Country Shop at Hawbrook, P.O. Box 1106, Little Rock, Arkansas. Circulars.

"INSTANT SPANISH." Actual conversation. Free sample lesson. Ray, 68 River Route, Dept. K-19, Kingman, Arizona 86401.

FOOT COMFORT—Also extra large sizes. Free all-seasons catalogue. 50 styles double deerskin, sheepskin moccasins, casuals, other slippers, shoes, boots, deerskin outdoors apparel. Cottage Crafts Shop, Rutland, Vermont.

ADULT DEGREE PROGRAM for men and women over 25 whose college careers were interrupted before graduation. B.A. degree may be earned through series of six month study cycles combining two week seminars on campus twice yearly with independent study at home. Enter in February or August. Write: Mrs. Polly B. Holden, Adult Degree Program, Goddard College, Plainfield, Vermont.

(Continued on page 82)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PERSONALS

(Continued from page 81)

WRITER-EDITOR, male, experienced on national and local levels, winner of several journalistic awards, seeks permanent connection in New York area. Good academic background. Box K-312.

MINGEI. Torn handmade cards from Japan: Greetings, notes, floral, zodiac, etc. Send 50¢ for sample packet. Ambassador of Asia, Inc., P.O. Box 33, Gracie Station, N.Y. 10028.

EARLY AMERICAN PAPER MONEY, checks, autographs, old documents referring to banks and banking wanted. the picture decorator, inc., 229 East 53rd Street, New York 22.

WONDERING WHAT TO GIVE? Our free decorative poster shows sixty imaginative gifts you can order by mail. House of Today, Box 354, Palo Alto, California.

START A FIRE with pitchy pine! Couple of sticks start instant, aromatic blaze. Festively decorated one-pound bundle (about 40 sticks): $2.00. In simulated wood holiday container: $3.50. Four pounds in cone-trimmed hearthside bucket: $4.50 postpaid. Heart Pine, P.O. Box 5216, Asheville, N.C.

GREAT BIG SHEEP'S WOOL blankets, 72" and 90" wide, gorgeous colorings, very special, hard to get. Dozens 36" x 54" for shifts, ponchos, throws. Circular. Carol Brown, Putney, Vermont 05346.

CLASSIC & FOLK GUITARS—for the very first time fine quality instruments at truly modest prices. Write for Circular SR to Guitars, Box J-868.

CATS FOR ADOPTION. All sizes, colors. Free. WAtkins 4-8493 NYC.

RENT OR BUY a new European car for your trip abroad. Free 36 page catalogue. Indicate car preference. Europe by Car, Inc., 45 Rockefeller Plaza, NYC 20, N.Y. LT 1-3040.

YOU CAN FIND OUT! Confidential information developed, any matter, person, problem anywhere. Officially licensed. Established 1922. Equitable Service Bureau, 135 Broadway, New York 6.

TARTAN SKIRTS, YARDAGE. Handknits, handwoven Welsh bedspreads. Scotland, 6531 Earl, Seattle, Washington.

BRITISH SHOES FOR GENTLEMEN, at a fraction of their American retail prices. $11.95 includes duty and import charges. Delivery in ten days from receipt of order. Money-back guarantee. Write for illustrated catalogue. Steven Williams, Sr., Ltd., 37 East Willow Street, Millburn, New Jersey.

COVERED WAGON MOVERS. Competent, experienced, insured. For estimate call Jerry McGruddy, ALgonquin 5-1788 NYC.

"POEMS OF PESSIMISM," "The New Materialism," "Poems of People," "Poems of Pain," "Threnody," 25¢ each, $1 complete. "Poems of Place," unprinted format, 25¢. Ed Stillman, Box 705, Hallandale, Florida.

TOP CASH PAID for letters and documents of famous people. Immediate decision! Immediate payment. Ask TODAY for free brochure, "How To Sell Your Autographs." Catalogues issued. Charles R. Hamilton, 25 East 53rd Street, NYC 22, ELdorado 5-3464-5-6.

YOUR GLOBAL ADVENTURE. Largest journal of actual positions for teachers, administrators, students, librarians, scientists, etc. NOT just a list—includes specific U. S. and foreign positions open now. Includes summer jobs. Approved since 1952. RUSH $1.00 for current Issue. Yearly membership $7.00. Manual, "Teaching Opportunities in Hawaii," $1.00 or FREE, with yearly. Advancement Institute, 171 North 9th Street, Brooklyn 11, N.Y.

SHEEPSKIN COATS from Scotland—imported by manufacturers. Antartex Sheepskin Shop, 139 East 76th, NYC, for catalogue—many styles, colors. From $65. Shops—Boston; Middleburg, Virginia; Miami.

PART-TIME BRAINS—FEMALES to participate in New York panel discussions on new product designs—pay $5 per hour—college graduates, majors or minors in biology, anthropology, home economics, English lit. Age 30-50. Write brief biography to Box K-115.

PERSONALITY THEORIES. Schematic analysis makes them understandable, shows conceptual interrelations, integrates psychological-psychoanalytical reading. $2.00 prepaid. Ralph Segalman, Dept. SR, 249 Viking, El Paso, Texas 79912.

PERSONALS

DOG CHRISTMAS CARDS, hand colored. 25¢ brings sample. State breed. Betsey Brownell, 192 Bowen Street, Providence, Rhode Island 02906.

THE HARMONIOUS XMAS GIFT: "A Love Affair With the Piano!" Master Lessons taught through correspondence. Beginners or rusty intermediates. Age no barrier. Box K-328.

"EVE WITH HER BASKET was/Deep in the bells and grass" . . . Return her to Paradise with handmade fresh flower fragrances. Five different flowers in purse flacons, $6.50 postpaid. May Cove, Mathews, Virginia 23109.

WITH MY (CARDS') LOOKS and your brains, we could make beautiful notes together. 12 hand painted floral notes, $2.00. Jean Davis Originals, 35 Park Place, Sea Cliff, N.Y.

THE BRITISH CLOCKMAKER, Joseph R. Bates, CMBHI, will be in NYC area early December. For appointment write or telephone: Newfane, Vermont, 365-7770. Antique and high grade clocks repaired and restored.

EXCEPTIONAL GIFTS FOR GENTLEMEN. Unique, elegant and humorous. Write for exciting, colorful, profusely illustrated catalogue. The Apple Tree, 874 Bay Road, Dept. S-7, Winnetka, Illinois.

SEARCHING for Western Paintings by W. R. Leigh, Oscar Berninghaus, Ernest Blumenschein, Leon Gaspard, J. H. Sharp, others. Box K-348.

8 ORIGINAL CHRISTMAS CARDS $1.00. International Voluntary Service, 5220 Harper, Chicago.

THREE COLORS in one ball pen. Red, Blue, Green retracts automatically when you press top for another color. $1.00 or three pens $2.00. Guaranteed. Mutual Aids, 1946 Hillhurst Avenue, Los Angeles, California 90027.

MERITORIOUS RESTORATION. Antique, modern China, Ivory, etc. Sano Studio, 767 Lexington Avenue, NYC.

1965 DIRECTORY of Book Collectors and Rare Book Dealers now being compiled. Write for free information. TBA, Webster 31, New York.

FOR CURIOUS and personalized journalism, send $1 for ten weeks' trial. West Virginia Hillbilly, Richwood, West Virginia.

TATIANA GODUNOV Golden gift package of Snow Maiden perfume and cologne. $4.00 postpaid. An excellent value for an unusual fragrance. Tatiana Godunov, 6 North Michigan Avenue, Chicago 2, Illinois.

UNI-SKI—New Winter Sport for children and teens. Ages 8-13, $11.95, 14-17, $13.95 postpaid. Literature available. Barch Manufacturing, Proctor, Vermont.

GIANT GENEALOGICAL CHART (room for 1,022 ancestors), with instructions on genealogical research, addresses of genealogical publications, vital data sources, bookstores, genealogists, sample genealogical forms. $2.50. Genealogical Associates, 1417-S Rosalie, Evanston, Illinois.

CHILDREN'S STATIONERY—Color: Dog, Cat, Flowers, 40 pieces; Animals (trace and color) 50 pieces. $1 plus 25¢ postage. No CODs. Pique Studio, Box 83, Brooklyn, N.Y. 11235.

WRITER-EDITOR, male, nationally published, with solid academic background, seeks assignments in speech writing, rewriting, corporate PR. Box K-329.

MODESTLY CHARMING WOMAN EXECUTIVE requires East Side quarters Monday through Thursday insuring your weekend privacy. ELdorado 5-7850 NYC.

ALERT, INTERESTED physically handicapped person desires live-in helper, who could have most daytime free. College town, southeastern Connecticut. References exchanged. Box K-321.

PERSONNEL EXPERT—in her mid-thirties, successful in building Personnel Services, seeks position with executive responsibility and opportunity to initiate Promotions and Advertising. $9M. Box K-326.

EXPERIENCED TRAVELER, man, bilingual, go anywhere assisting older or ailing person. Box K-331.

SCULPTOR-ELECTRICIAN desires mechanical engineer combine talents variety animations. NYC. Box K-342.

PERSONALS

MALE SOCIAL WORKER, ACSW, over 25 years experience settlement house, community centre, camping and adult education in sectarian settings. Desirous of change to interracial international or interfaith activity in social work or education. Minimum salary $15,000. Box K-309.

HELP ESTABLISH Indiana Dunes National Lakeshore. Join Save The Dunes Council, Box 303, Chesterton, Indiana. Dues $2 to $14.15.

PHYSICIST, FEMALE, seeks interesting employment in NYC area. Box K-334.

ACTOR, 22, seeks part-time work while pursuing career. NYC. Box K-345.

LANGUAGE INSTRUCTION GROUP forming preparing tour spring '65 France, Spain. Contact Box K-343.

SURVIVAL MANUAL: "When You've Lost a Job After Forty." $2.00 postpaid. Knabe-North, Box 132-R, Englewood, N.J.

EMPLOYMENT OPPORTUNITIES

SPECIAL COLLECTIONS LIBRARIAN needed by Bowdoin College. M.L.S. required; some special collections experience desirable. Responsibilities will include organization and servicing of both books and manuscripts in a single department in new building due for occupancy September 1965. Apply to: Richard Harwell, Bowdoin College Library, Brunswick, Maine 04011.

CHILDREN'S COUNSELOR, MALE—Opportunity for creative, resourceful person in unique educational and training program involving disturbed boys in residential treatment setting. Counselor lives in and functions as member of team in rich, dynamic program with professional supervision and psychiatric consultation. College background and experience with children desirable. Write stating personal, educational and employment history to Sol Winer, JCB, 1 South Franklin Street, Chicago.

BOWDOIN COLLEGE has opening for cataloguer with at least one year's experience L.C. classification. Salary open, good fringe benefits, new library building under construction, collection of 300,000 volumes. 1963/64 acquisition rate of 13,500 volumes. Apply to: Richard Harwell, Bowdoin College Library, Brunswick, Maine 04011.

PUBLIC RELATIONS ASSISTANT in large Manhattan Medical Center. Experienced writer-interviewer. Solid public relations background. Salary $8,000 to $10,000 based on experience. Send resume to Box K-320.

HOUSES AVAILABLE

For Sale

ROCKLAND COUNTY, N.Y. Unique brick and sandstone Colonial, vintage 1800. 8 rooms, 3 fireplaces, plus sandstone guest cottage. One acre, 20 minutes GW Bridge. $48,000. Freda Buchanan, Realtor, 914-EL 8-1025.

BUCKS COUNTY—On Buckingham Mountain. Charming old home beautifully modernized, fireplaces, random width floors. Small barn. 6 acres. Breathtaking view. Offered at $27,500. Elizabeth James. "Country Real Estate," New Hope, Pennsylvania. 215-862-2430.

AUTHOR'S BEAUTIFUL FLORIDA HOME, directly on Gulf of Mexico in interesting Sarasota area. Beach frontage 150' by 500' depth, assuring privacy. 4 bedrooms, 4 baths, TV and game room, library, dining room, 20' by 40' living room. All rooms with spectacular views of Gulf from floor to ceiling windows. Adjoining studio also with view of Gulf, ideal for retired, semi-retired executive who wants an office apart from house. Two car garage. All buildings designed and construction supervised by nationally-known architect. Cost over $80,000 but will sacrifice to family with children, grandchildren appreciating this desirable home. TV work necessitates my return to New York City area. Will consider Manhattan cooperative apartment as part of sale. Box K-341.

NYC COMMUTER? Kids? 6 bedroom Dutch Colonial, arboreal neighborhood. Five minute walk to transportation, schools. Modern kitchen; new decorating, screens/storms, furnace. Pleasant, spacious. Fenced backyard. Montclair, N.J. $28,900. SR Box K-338.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

HOUSES AVAILABLE

For Rent—Furnished

WEST INDIES, St. Martin. Spacious 3 bedroom house. Outsize pool directly on ocean. Maid. $1,200 a month, $5,000 December-April. Box K-118.

OCEANFRONT HOME with swimming pool on subtropical island, exclusive Sea Pines Plantation residential area. Country club privileges include championship golf, riding, tennis, hunting and all resort activities. 4 bedrooms, 3½ baths, 44 ft. living-dining room, electric kitchen and bar. 4 screened porches and open sundeck. Maid service and pool maintenance. The Adventure Inn, Cottage Dept., Hilton Head Island, S.C.

BRITISH VIRGIN ISLANDS—Beautiful house by sea—20 acres. Box J-881.

BROOKLYN, NEW YORK. 8 room detached house, 4 bedrooms, study, playroom, patios, garage. Short walk Brooklyn College, schools. February through August. Box K-340.

For Rent—Unfurnished

ROCKLAND COUNTY, N.Y.—10 rooms, 4 baths, studio, spectacular view. Bert Slomka, 914-NE 4-2133.

HOUSES FOR EXCHANGE

HOLIDAY HOME EXCHANGE BUREAU will arrange between reputable approved people. Write Box 555, Grants, New Mexico.

MEMBERS EXCHANGE HOMES for rent free vacations. Write: Vacation Exchange Clubs, 554 Fifth Avenue, New York 36.

GENEVA, SWITZERLAND, housing wanted, one year starting January. Exchange large Village garden apartment. YUkon 9-2877 NYC or write Box K-347.

APARTMENTS AVAILABLE

For Rent—Furnished

BEAUTIFUL LENOX, MASSACHUSETTS. 4 room furnished apartment, sun porch, center of town, ideal for retired couple. Box K-304.

APARTMENT WANTED

CONCERT PIANIST wishes apartment NYC. December-March, with piano if possible. Write Popkin, 75 East 55th, NYC.

PROPERTY FOR SALE

IDEAL COUNTRY RETREAT for writer, artist or for retirement haven. Modern stone home with frontage on stocked mountain stream, in heart of Virginia Hunt country, only 70 miles from Washington. Panoramic mountain view, skiing, hunting, other sports nearby. Or build your own vacation or retirement home in Peyton Farm Estates, pure mountain water, fresh air. For further details write Edward A. Harris & Associates, Huntley, Virginia. Call 703-ME-5-4321.

BUSINESS OPPORTUNITIES

FREE BOOKLET, "990 Successful, Little-Known Businesses." Work home! Plymouth-728K, Brooklyn 4, New York.

SUCCESSFUL ESTABLISHED BOOKSTORE. Excellent southern California location. Ideal for couple. Write Box K-352 for details.

RETIREMENT LIVING

WILL YOUR RETIREMENT be a pleasure . . . or a problem? All of your retirement needs can be provided at CRESTVIEW CLUB APARTMENTS. The newest, most carefully appointed apartment-type building in the eastern United States for those 60 years and over. Located in suburban residential Toledo, Ohio, near shopping, with good transportation. Meals, services and guaranteed life care if and when needed for reasonable monthly fee. For full information on life lease program, write: Resident Manager, 5330 Harroun Road, Sylvania, Ohio. You will enjoy freedom, friends and fine food at CRESTVIEW.

ADD MORE LIFE to your retirement. Investigate romantic Guadalajara. Free information. Write Box J-578.

AUBURN GUEST HOUSE—Room and board for permanent residents. Reasonable rates. 54 Auburn Street, Brookline, Massachusetts.

CAMPS

IDEAL FOR FIRST TIME CAMPERS: Appel Farm Art & Music Center for Children, Elmer 24, New Jersey.

VACATIONS

THANKSGIVING AT ADVENTURE INN. Retreat with your family for rare holiday on subtropical Hilton Head Island, S.C., just 4 air hours from New York. Hunt wild turkey and deer. Feast on marsh hens with island stuffing. Play tennis beside the sea. Go horseback riding along moss-hung nature trails. Golf around the clock on 2 championship courses and a lighted par three. Special Thanksgiving package of $48.00 per person includes 6 days, 5 nights, breakfast and dinner, room with a balcony overlooking ocean. Call 803-785-3372 or write Box 15, The Adventure Inn, Hilton Head Island, S.C.

BE A "SOCIAL SKIER" . . . Enjoy our ski chalet atmosphere in the Berkshire snow belt. Everything for the neophyte. Call 413-243-3500 or write for color brochure. Oak n' Spruce Resort Lodge, South Lee 3, Massachusetts.

EXOTIC CHRISTMAS PACKAGE—a memorable vacation at the world-famous ESCUELA ECUESTRE in San Miguel de Allende. Excellent cavalry instructors, fine horses, superb installation for dressage, cross-country, and jumping, enviable climate and terrain add up to an adventure in horsemanship. $140 weekly includes intensive course, modern hotel, good food. H. Black, Director, Apartado 185-S, San Miguel, Guanajuato, Mexico. Telephone 255. Open year-around.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street and Hotel Cordova, 521 Post Street.

EAGLE POINT, VENICE, FLORIDA. Small resort, heated salt water pool; tennis court; glorious private beaches; shuffleboard; golf nearby. Exclusive quail, snipe, dove shooting on 16,000 acres. Ten cottages, dining room in main house. Reduced children's rates. Folder upon request to above address.

NEWSTEAD FARM—Winter reservations now open. Brochure. Cartersville, Virginia.

BLUEBERRY HILL! Christmas! Lucullan food. Nothing whatever to do. Brandon, Vermont.

HOTEL PLAYA MAZATLAN, directly on beautiful tropical beach. Excellent International cuisine, best in Mexico. Summer Rates. Mazatlan, Sinaloa, Mexico.

GET LOST . . . on a magnificent tropical island in the Gulf of Mexico opposite Boca Grande Pass at enchanting USEPPA ISLAND CLUB. Relax with pleasure to your measure . . . fishing, golfing, swimming, boating, tennis and lounging. Luxuriate with excellent cuisine, personalized service and restful island seclusion. For rates and brochure, write Manager Fred L. Miner, Useppa Island Club, Room 12, Bokeelia, Florida.

WHY NOT THIS WINTER? . . . Enjoy hobbyist, professional painting and crafts classes, Spanish, writing, history; MFA program. Theater season, field trips, fiestas, sunshine. Mexico's finest town! Room, bath, board from $4. Prospectus? Stirling Dickinson, Director, Instituto Allende, San Miguel Allende, Guanajuato, Mexico.

PATAGONIA, ARIZONA, Circle Z Ranch. Ultimate in riding, birdwatching, sun, siestas.

HIDEAWAY for delightful, talented, creative guests. Tennis, fishing, golf nearby. Gourmet meals. De luxe accommodations. Chaits, Accord 5, N.Y. Telephone Kerhonkson 7373.

SAN JUAN, PUERTO RICO. (Horace Sutton's Secret Byways.) ". . . It doesn't take any special talent to find the local Hilton . . . but have you yet found The Duffys' . . .?" A small tropical guest house by the sea, where convivial people sometimes solve world problems—but more often forget them. Superb beach. Sympathique bar. Box 12232, Loiza Station.

LAKE MICHIGAN VACATION ESTATE, concerts, resident artist, cottages, apartments, studios; 1,000' beach, pools, tennis, children's program. May-September. Sleepy Hollow, South Haven, Michigan.

THE SEASIDE, on unspoiled Longboat Key, Florida. New, year 'round family resort on private Gulf beach. Folder, rates upon request.

PARADISE SEEKERS! Retirees! Sunlovers! Former New Yorker offers room plus meals, $2 daily. Apartado 328, Acapulco, Mexico.

FLORIDA KEYS—ISLAMORADA. Box 222R. Drop Anchor Resort Motel. Relaxed oceanfront tropical living. Efficiencies. Pool. Brochure.

WINDHAM HILL FARM, West Townshend, Vermont. Quiet country inn—books—music—good food. Folder. Phone area: 802-874-5951.

FLORENCE on $5.00 a day—includes 3 delicious meals. HOTEL SILLA, Renai 5, Florence, Italy.

SUMMER STUDIES ABROAD

SUMMER SCHOOL OF WORLD AFFAIRS: Study and Travel to Washington, D.C., Greece, England, June 21st-September 2nd. For Juniors and Seniors in High School. Faculty: University professors, including Professor H. D. F. Kitto. Enrollment limited. Write for information to 1390 E. Pepper Lane, Santa Barbara, California.

LIVE AND STUDY art in a Florentine villa! Meet top political and economic leaders in Europe, Latin America! Live with a French family and study at the Sorbonne! In Santander, learn Spanish language and culture! Pre-college students, improve your French while living in Switzerland! For free brochure write: U.S. National Student Association, Dept. SRC, 265 Madison Avenue, New York, N.Y. 10016.

LATIN AMERICA: a brilliantly-conducted tour "in depth" for the intelligent traveler—a panorama of immeasurable past and controversial present in sparkling capitals, the wilds of the sky-high Andes, the pampas of Argentina. A stimulating and supremely enjoyable vacation. STUDY ABROAD Inc./250 West 57th Street, New York 19/Box 1505, Escondido, California.

TRAVEL

EUROPE—AN UNREGIMENTED TOUR! Discover this bargain. TOURS, 255-B Sequoia, Pasadena, California.

SAVE MONEY ON YOUR NEXT TRIP to New York. New York is inexpensive if you don't insist on running with the herd. Stay at the Hotel Paris and use our folder: "New York for Free." All rooms with bath; free swimming pool; family rates. Write to M. L. Walter, Hotel Paris, New York 25.

LOW COST STUDENT TRAVEL that college and pre-college students can afford! Select one of 30 unique tours, each emphasizing a different area of Europe, Israel, Latin America . . . including Music Festivals, Art, Bicycling, Hobo, Work Camp. Meet foreign students. Write: U.S. National Student Association, Dept. SRA, 265 Madison Avenue, New York, N.Y. 10016.

THIS AD + $7.00 per day entitles you to real value in New York. Next time try HOTEL CENTURY, 111 West 46th Street, convenient everything. 350 rooms, bath, radio, TV, air-conditioning. Double, add $2.00. Don't delay, reserve now. This is a "sleeper" in every sense. Special offer expires April.

MEXICO-U-PLAN-IT. A unique folder for the independent traveler. Hotel pictures, descriptions, rates and location maps. Sightseeing details. Restaurant and nightlife information. Contact Gramercy Tours, 444 Madison Avenue, New York 22.

NEW YORK CITY, HOTEL BEDFORD, 40th Street, just east of Park Avenue. For the discriminating guest who prefers a quiet, friendly hotel right in the midst of town, near all shopping and entertainment. Beautifully decorated rooms and suites, all with private bath, air-conditioning, TV and fully equipped kitchenettes. Superb restaurant and cocktail lounge. Family Plan available. Write Dept. SR for brochure.

VAGABOND VOYAGES UNDER SAIL—Longing for Tahiti? There's a South Seas Paradise within reach of your vacation schedule—and checkbook! Beachcomb tropic islands of Bahamas with me aboard magnificent 150-foot schooner, "TROPIC ROVER." Informal 10-day cruises, from $175. Capt. Sid Hartshorne, Dept D-1, 2010 S.W. 16th Court, Ft. Lauderdale, Florida.

HENRY HUDSON HOTEL. 353 West 57th Street, NYC. Singles daily $8 up, doubles $13 up. Swimming pool, sun decks, steam room, restaurant, coffee shop. Air-conditioning and TV available. Convenient to Lincoln Center, Coliseum, Times Square, Radio City. Buses, subway at corner. COlumbus 5-6100.

VILLAS AND YACHTS in Europe, North Africa, elsewhere. Rentals from two weeks. For brochure write: International Villas and Yachts (Ivy, Inc.), 28 Church, Cambridge, Massachusetts.

TURQUOISE TRAIL EXPEDITION for girls. Caravan camping at spectacular sites in New Mexico and Utah. Archeological digging, native crafts, and Indian Ceremonials at base camp in Zuni Mountains. 14th year. 26 girls and five leaders. Also boys' groups. Hillis L. Howie, 363 South Road, Apt. C-17, Poughkeepsie, New York.

IF YOU CAN PRONOUNCE DOMINICA* you may wish to subscribe to the one newsletter prepared especially for Caribbean cognoscenti. Exclusive roundup of what's new in investment opportunities, industrial development, off-beat islands, hotels—plain and fancy, transportation, public opinion and politics. Twelve monthly issues air-mailed anywhere, $10. (*Dom-i-NE-ka). Caribbean Report, 509 Fifth Avenue, Room 700, New York 10017.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

KINGSLEY DOUBLE-CROSTIC NO. 1598

Reg. U.S. Patent Office

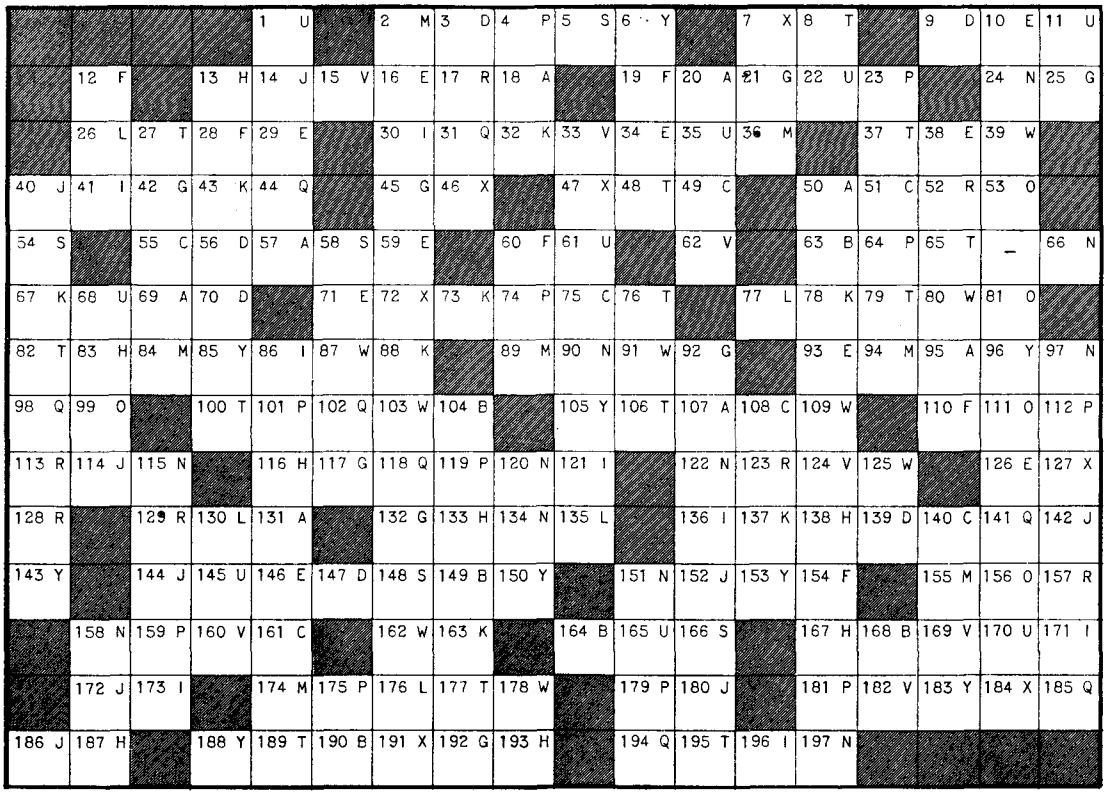
By Doris Nash Wortman

DEFINITIONS	WORDS
A. One who adapts any musical composition to voices or instruments other than it was written for.	107 18 20 57 50 69 131 95
B. Amer. politician whose symbol when he ran for high office was a sunflower (1887——).	149 168 190 63 164 104
C. One with an aptitude for physical exercises.	51 161 140 108 49 55 75
D. Strait.	9 147 3 56 70 139
E. Two famous prehistoric, probably Cretan, gold drinking vessels showing reliefs, one of wild bulls, the other of tame ones in a meadow (2 wds.).	71 126 29 38 34 10 93 146 59 16
F. Designating a type of poetry used by Ionian Greeks, mainly for satiric themes.	60 12 154 19 28 110
G. Accurately representing or imitating a real being or object.	132 45 25 42 192 117 92 21
H. Pertaining to learning, or learned men.	13 133 116 193 187 83 167 138
I. Specifying rays of a wave length shorter than those of radio waves but longer than those of visible light.	86 41 173 121 136 196 171 30
J. Incorrect; untrue; false.	14 152 142 172 114 186 180 144 40
K. Impetuosity.	163 67 88 78 137 43 73 32
L. Name of a little animal, applied to a bad-tempered woman.	26 130 176 135 77

DEFINITIONS	WORDS
M. Specifying a bond required of executors and fiduciaries.	174 84 155 89 94 2 36
N. In the position of having lost financially (3 wds.).	97 90 115 122 151 158 24 66 134 120 197
O. Brightness; smooth and lustrous surface.	99 81 53 111 156
P. Muted trumpet (2 wds.; Ital. music dir.).	179 101 159 112 119 4 74 175 64 23 181
Q. Any temporary or short-lived things.	31 194 185 98 118 141 44 102
R. Greek goddess of agriculture.	128 157 52 113 129 17 123
S. Arbitrary name for a white, amorphous compound obtained by heating ammonium thiocyanate.	5 166 148 54 58
T. Work of the extraordinary naturalist William Beebe emphasized his powers as this sort of scientist during his last thirty years.	189 82 27 177 48 65 195 76 106 100 79 8 37
U. Most out of the natural order.	61 35 68 1 165 170 22 145 11
V. What the English call a monkey wrench.	15 33 62 169 182 124 160
W. Having two (of three) sides equal.	103 178 162 125 80 39 91 87 109
X. Any fabric of crossing cords, wires, etc., with spaces between.	46 72 184 47 7 127 191
Y. Interesting device which may be classified as *balanced, unbalanced,* or *Foucault.*	96 150 85 183 188 105 153 6 143

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second and Third Editions.



Solution of last week's Double-Crostic will be found on page 14 of this issue.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED